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PUPIL SELF-GOVERNMENT

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A Court Scene
P. 125, Manuscript A

PUPIL SELF-GOVERNMENT

ITS THEORY AND PRACTICE

By

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PREFACE

There is a demand for a work that will give a rational **Justifica**
insight into the system of pupil self-government. This is warranted by the reawakened interest manifested in this subject; by the widely differing opinions which have been expressed concerning its value in school government; and lastly, by the inherent value of the scheme itself.

The favorable reception which was accorded to self-government upon its first introduction was due to the fundamental truth underlying it. This same basic truth now calls for a reconsideration of the whole scheme, but not along the narrow path of experiment and observation, as was formerly the case, but upon the broad plane of philosophy and experiment which past experience has made possible.

A movement whose existence is sanctioned by empirical knowledge alone must not be judged by the number of failures which mark its progress, but by the number of its successes; for, in this case, success points to efficiency, while failure points to the existence of untoward circumstances. This will be found true in the case of pupil self-government. It has succeeded in several authenticated instances and this success is proof positive that it possesses the power ascribed to it; it has, however, failed in a great many other instances, and the

only reasonable explanation that can be given for these failures is that they were caused by the absence of conditions favorable to its success. The causes of these successes and failures, moreover, are also the causes of the different opinions concerning the value of the scheme as an agent in the moral uplifting of the children opinions the truth or falsity of which can be determined only by rational insight.

The scheme itself also calls for reconsideration and for deeper investigation into its nature, conditions, limitations, and powers, because as subsequent discussion will show it is the concrete embodiment of a psychological truth which may be converted into a useful agent in the moral training of children.

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CHAPTER I

INTRODUCTION

While the main purpose of this work is to determine the underlying principles of the movement and the conditions favorable to its application, a preparatory remark or two concerning its formative and empirical stages, will serve to give fuller and clearer meaning to its rational stage, the one upon which it is about to enter.

**Retrospec-
tion**

Ten years ago, and for several years prior to that time, it was my good fortune to be associated in school work with Dr. Matthew J. Elgas, now District Superintendent, but at that time, principal of Public School No. 69, New York. The Doctor professed a faith in a doctrine that was simple and at the same time effective and was to this effect: That a child came to school to learn - not only spelling, but behavior as well - that a teacher came to school to teach the child what it ought to learn; and that the principal came to school to assist, to encourage and to supervise.

**Condition-
ing Environ-
ment**

These ideas he daily carried out and Public School No. 69 became noted as one of the best disciplined schools in the city - a reputation it may be added, by way of emphasis, it honestly deserved.

It was under these conditions—with children trained to a wholesome respect for school duties, with teachers eager to put forth their best efforts for the children and the school, and with a principal level-headed, capable and broad-minded - that the idea of pupil self-government was conceived and successfully applied.

**Its
Genesis**

When I was appointed to that school in 1893 I found there the custom of allowing the pupils from the upper grades to meet as a class society during the last hour of each school week. The avowed purpose of this was to give these pupils an opportunity to learn concretely how to conduct meetings and to supplement informally the regular studies of the grade. I was present at these meetings and from the first became greatly interested in them. For each meeting the committee prepared an elaborate program consisting of readings, declamations, essays, and debates, and I was surprised at the zeal with which they entered upon their tasks. But what attracted my attention most was the orderly manner in which the pupils conducted themselves and the cheerful manner in which they responded to orders.

This set me to thinking, and it was not long before I came to this conclusion: That the moral influence of these meetings far surpassed in value their intellectual influence. With this idea now uppermost in my mind, I studied these weekly gatherings, no longer as means to knowledge and intellectual power but as occasions for training in self-control, self-initiation and self-direction.

I was now in possession of these facts: That the pupils enjoyed having a voice in their own government,

that they showed a disposition to support such a government and that their experience in self-direction was exerting a beneficial influence upon them. These led me to consider the advisability of attempting a wider application of the principle of self-government.

For some time I wavered in my determination, but eventually I announced to my pupils my intention of conferring upon them the right of self-government, and called upon them to prove themselves worthy of this privilege. At the next regular meeting, officers were chosen, and a constitution adopted thereafter, self-government, so far as it concerned the class room, had begun its empirical existence, for after this, so long as I remained in that school, the discipline and management of the class devolved upon the children themselves.

One word only in reference to this, my first experiment in pupil self-government. It had its trials and its tribulations as well as its successes, for my ignorance of the subject was offset by my enthusiasm for it. On the whole, however, it proved worthy of the faith reposed in it.

The movement began to spread, first to one class, then to another until nearly all the upper grades in Public School No. 69 had adopted it, while the school as a whole soon proved that it was not insensible to its influence. Thus I recall that some time before the formal introduction of this scheme of self-government into the school, the pupils on several occasions met in the large assembly hall, elected their officers and conducted the business which called them together. On one such occa-

**Its Spread
in Public
School
No. 69**

**Its
Further
Develop-
ment**

sion occurred the presentation of a flag by a Grand Army Post; on another an inter-class debate; on another the formation of an Anti-Cigarette League, which continued its meetings for two or three months to try delinquents, the public opinion of the school acting as a sort of court which meted out punishment to those who had broken their pledges. The atmosphere of Public School No. 69 was charged with self-government, but only occasionally did this spirit manifest itself. It needed a dynamic idea to set it free and to make it a conscious force in education. This idea, strange as it may seem, was supplied by one who had no direct connection with schools--Mr. Wilson L. Gill, a remarkable man of great personal character and originality, who, in 1891, had organized the Patriotic League of America. Mr. Gill was the president of that league, and I became a life member of the parent league, and afterward president of a subordinate league or chapter. Our tasks and sympathies led to a close acquaintance, and many and earnest were our conferences looking to the promotion of the purposes of the Patriotic League which concerned itself solely with the promotion of national loyalty and patriotism.

Mr. Gill took great interest in my school work, especially in the direction of the development of personal character in the pupils. He visited my class-room frequently. He learned of the School Patrol which had been inaugurated years before and which was similar in all respects to the Police Department of the present self government school; he saw other evidences also of an incipient movement toward self-government, and

with prophetic insight he recognized its possibilities and seizing the psychologic moment gave breath, coherence and definiteness to this movement. Mr. Gill took self-government out of the narrow sphere of class management and out of the category of sporadic manifestations in school government and broadened it into a general means of moral training. He did more than this; it was the stimulus of the Patriotic League and of his own personality, the formation of a chapter from among the pupils of No. 69, and his own enthusiasm in the cause of good government, which directed my attention to kindred subjects and ultimately led me to traverse the initial stages of self government.

When this scheme of pupil self government proved a success in Public School No. 69, it rapidly found its way into a number of other schools, both in this and in other cities, having been introduced there by those who either had observed its operation or had read of it in some periodical.

**The Intro-
duction of
the Scheme
Into Other
Schools**

Now this show of faith in its efficiency and its rapid development requires a word of explanation, and this is offered by the general prevalence of pedagogical zeal in all new movements, by the nature of the movement itself and by the character of the scheme.

**Causes of
Its Popular-
ity**

Teachers, particularly if they are progressive, are ever ready to adopt any new idea or movement which bids fair to result in benefit to their pupils. And while they may be often charged, and justly too, with trying the new before they have given it sufficient consideration and thought there is no occasion for the charge.

For there are empirical movements whose truths, only vaguely felt, are yet acquiesced in by the educational world, long before they are abstracted from the mass of experience which they sanction, but in which they lie hidden from casual observation. Pupil self-government belonged to this class. Its early introduction marked the beginning of the empirical stage of its existence, and this stage called only for faith in the movement and for a knowledge of the mechanics of the scheme.

Furthermore, the scheme itself was an allurements which no one with any spark of professional sentiment could have withstood. For it was simple and concrete -- it called for a mere transfer of authority from teacher to pupil and for a simple form of government fashioned after the City Charter. It was, besides, lofty in aim -- the formation of character was its goal. This was a direct appeal to the practical and to the ideal side of the teacher's nature; for it professed to develop in the child a habit of right conduct by training him in the very virtues which constitute morality.

**Cause of Its
Failure**

If we now look back at this movement from the vantage ground of experience and increased knowledge we can readily explain the cause of its general failure. For we can now see that there was connected with this movement from its very beginning an element of weakness which made itself felt in almost every instance in which the scheme was tried, and which eventually cast discredit upon the idea of pupil self-government. This element of weakness was the false inference which was drawn from the original observations of the workings of the scheme.

It is natural for the average mind not only to rest content with observation but to interpret intellectual associations as cause and effect. Such minds do not investigate because they do not feel the necessity for investigation; they do not look beneath the surface because they do not suspect the existence of reasons other than the superficial. But they do rest satisfied with the correctness of their own perceptions; and they do take for granted the validity of their conclusions concerning the relations they perceived existing between contiguous phenomena.

This, then, explains why those who first observed self-government in operation made their false inference. They simply yielded to the tendency to associate as means and ends the mechanics of the movement and the results of good training which were in evidence. They saw order, they saw an admirable school spirit; they saw also, at the same time, the scheme in operation; and they cheerfully adopted the inference that the one was the outcome of the other. It never occurred to them to inquire whether that spirit of cheerful obedience existed before the introduction of the scheme—a mode of procedure sometimes indulged in by ordinary mortals—but it did occur to them to become enthused with a desire to imitate what they observed. What they observed was not the spirit or the vitalizing force of the scheme, but its form and its mechanism; so that what they introduced into their own schools was not self-government, but government by children; and these manifested a temporary interest in the scheme, not because

it found a response in their hearts, but because its novelty, supported by the enthusiasm of the teacher, attracted them for the time being.

**My
Views**

I need scarcely add that I am not one of those who believe that the mere introduction of the scheme of self-government among children will necessarily insure their training in moral conduct. On the contrary, I believe:

1. That, so far as it concerns the elementary schools, civic government is primarily an end. As a means, it is of little or no value to the untrained child; for the mere knowledge of the machinery of government, even the participation in it, will not make a child truly self-governing. In this I differ radically from Mr. Gill, and I assign this difference of opinion to the fact that I view this question from the standpoint of the practical teacher rather than that of the enthusiastic theorist. For both experience and observation as well as theory have convinced me.

2. That a certain amount of training in right conduct is an essential prerequisite to the introduction of the scheme. Self-government, as the formal expression of the moral self, presupposes the existence of an inner appreciation of right conduct, of a tendency to right judgment when confronted by deliberation, and of a will that executes in the presence of what is conceived to be a duty. These bespeak a degree of moral development, the result of training. In other words, the introduction of self-government into a school is contingent upon the answer to the question: Are the conditions favorable to the reception of the scheme? If the answer is in the

negative, the child's participation in the scheme of self-government is a mere formal act, and the new rights and privileges with which the child is invested, finding no apperceiving moral mass which may interpret them in terms of duty, are liable to degenerate into license. If, however, the answer is in the affirmative, if the child possesses the essential training, then self-government should be introduced.

3. That self-government, introduced under favorable conditions, has the following advantages:

a. It teaches the child the fundamental notions of our government and the method of their application.

b. It gives opportunity for impressions to become impressions. The ethical training the child receives in school is abstract, rationalized, and reinforced by this practical application.

c. It gives the principle of action and reaction an opportunity for full play. As in all development along apperceptive lines, the processes which enter into the formation of character exert reciprocal influences upon each other. Ethical training assists in the appreciation of civic life, civic training aids in the upbuilding of character. In short, it may be made a means to higher moral development.

d. It gives the teacher a concrete goal. This is an important consideration; for the aims of education as enunciated are generally so vague that they are of little value as guides to practice.

My practice all along has been in conformity with my conviction. When I was transferred from No. 69 as

Conforming first assistant to another school where I remained nearly Practice four years, I failed to introduce this scheme there, not to Theory because I lacked enthusiasm for it, nor because I did not labor conscientiously in its behalf, but because all the conditions essential to its success were never present at one and the same time. And later, when I became principal of Public School No. 125, Manhattan, and had better opportunity to carry out my own ideas, I did not deem it safe to introduce self-government there until three years had elapsed from the day I took charge.

Acknowledgments For the success which attended this movement in this school, a large share of the credit is due to the teachers who were associated with me there. Their earnestness and zeal in behalf of the movement communicated themselves to the rest of the school; and their thoughtful and valuable suggestions, which I incorporated in the scheme, did much to improve and to broaden it. In this connection I desire, also, to make special acknowledgment of my indebtedness to two of my former teachers in Public School No. 125, Mr. Henry W. Fox and Mr. Alfred J. Appleby, who were indefatigable in the cause of the movement; and to my District Superintendent, Dr. John H. Haaren, who not only gave the movement the benefit of his sympathy, encouragement and advice, but defended it in the face of attack, and advocated its adoption under proper conditions.

My Present School Of my present school in its relation to the subject of self-government, I can say only that I have not been in charge of it long enough either to introduce this scheme

or to state with any degree of exactness when it will be ready for it. Of this, however, I am certain: That with the added experience gained in Public School No. 125, and with the same District Superintendent to encourage the movement, the paving of the way for its introduction will not require as long a time as it would otherwise have done.

My efforts along this movement during the past ten years have been directed not so much to forward the immediate development of this movement as to examine into its conditions and to study its relations to ethical and civic training in our schools. Up to the present time I think it has been well for the pupil self government movement that it has been pushed from outside the schools and by amateurs rather than by professionals in educational work. In the first stages of the movement those in the inside could not have given to it the necessary time and enthusiasm which were possible on the part of those who have had, for the time, no other care or thought regarding the schools. It is now time, I am persuaded, that it should be studied carefully by all educators, and its possibilities and limitations measured and understood.

In our pedagogy we have studied the individual mind; our educational philosophy is the philosophy of individualism; and we build on the foundation of personality. Is there not in school government, as well as in civil government, such a thing as community intelligence, public opinion, *esprit de corps*; and may we not draw on this as the basis of apperception, not in the individual

**Its
Advocates
Past and
Future**

**A Line of
Inquiry
Suggested**

only, but also in the mass, so that we can build up the self-governing power, the principle of self-restraint throughout the school community by a sort of mutual emulation, a standardizing of the best as the rule of conduct? Is this not the secret of the instant success of pupil self-government in so many cases?

Conclusion

In this spirit and with this thought I have made the study of the theory and practice of pupil self-government.



Recess During Morning Assembly
P. 8 125, Manhattan N.Y.

CHAPTER II

ITS THEORY

The term self-government has both a civic meaning and an ethical meaning; and it is essential for the proper understanding and appreciation of the subsequent discussion of this topic, that the difference between the two meanings be made clear at the outset.

Self-government, as a civic conception, refers to the practice of individuals in shaping the conduct of the government under which they live; and this practice includes the making of laws, their interpretation, and their execution. Self-government, as an ethical conception, refers to the powers of individuals to shape their conduct in accordance with a preconceived moral standard; and this power includes self control and self-direction—the ability to inhibit wrong impulses and to initiate proper acts.

The civic idea deals with concrete acts, the ethical idea, with character. But as moral acts are conditioned by the moral tone of the individual, civic self-government, viewed either as an abstract right or as an actual manifestation, must seek justification for its origin and its continuance in ethical self-government. In other words, civic self-government must be regarded as the

expression of ethical self-government, which is the impression.

**Popular
Opinion**

That popular opinion and practice uphold this view, only strengthens the validity of this statement. No one claims for a savage, barbarous, or semi-civilized people the right to political freedom, because it is conceded that for the purpose of successful self-government, a high degree of moral development is necessary. And what is true of a people is true also of an individual. This is evidenced by our conduct towards the young in denying them the right to freedom of action until such time as they have proven themselves capable of appreciating the rights, duties, and privileges which emancipation from external control entails - until their moral sense has been sufficiently developed.

**The
Chief
Question**

Moral strength is the basis for the right to freedom of action, self-direction, self-government; and the question of the means best adapted for its acquisition calls for first consideration. This will be complied with in the following exposition along psychologic lines.

**The
Organic
Unity of
Man**

The conception of the organic unity of man makes valid the inference that every influence, no matter what its character, or origin, or aim, must of necessity affect each individual in his totality. The result of physical activity cannot be confined to the body, but is recognized in the intellect and in the moral tone of the individual; intellectual activity evinces itself in the physical and in the moral nature of man just as truly as it does in its own special sphere; while moral action, revealed in the development of character, is a determining factor in the

growth of the body and of the intellect. Effects cannot be isolated or confined within special limits, because from the very nature of man as a psychic being, there is a constant action, reaction, and interaction of all the elements and phases which constitute the individual.

And yet this view of the organic unity of man, while true as a general characterization of the psychic individual, is inadequate for a fuller conception of his nature. For while the individual is always a one, a unit, a totality, he is, at the same time, a trinity of body, intellect and character. So that, while it is true that what affects one element of this trinity affects also the other two, it is equally true that each element demands a specific and characteristic treatment for its development. The moral element as unmistakably calls for its specific aliment, for the purpose of growth, as does the body for physical exercise, and the intellect for studies, and it is as unwise to substitute the means for developing one element for those necessary for another, and hope for ideal results to follow, as it would be to expect a duck's egg to hatch a chicken simply because it was set upon by the required length of time by a hen. Physical exercise alone is insufficient for moral and intellectual training; studies by themselves cannot train the body; can they, under the same conditions, train the moral sense of the child?

**The Three-
fold
Nature
of Man**

The conclusion is inevitable that moral training, in order that it may attain its goal, must be provided with means peculiarly adapted to exercise the will. This does not mean the mere concentration of the attention, the

**Moral
Training
Requires
Specific
Means**

cultivation of the feelings, the formation of good habits along specific lines of activity, or the acquisition of knowledge and power. Interest, sympathy, intelligence, and proper environment, are valuable adjuncts to any scheme of moral education, but only so because they assist in bringing about a habit of ready response to constituted authority. Obedience is the main element in moral training and therefore the conception of obedience as a means, and of cheerful obedience as an end should be the guide of the teacher in his training of children.

**Present
Conception
Faulty**

This is not the view that has obtained in recent years, and, as a consequence, teachers have concerned themselves not so much with carrying out the real aim of discipline, as with searching for a method that would cajole the child into right behavior; and this has been carried to such an extent as to call forth a ringing protest from one whom every one will recognize as a man of conscience and public spirit.* He tells us in words fraught with power and insight, that "submission to cajolery is **not** submission to authority," and that "the best and **most** fundamental lesson a child ever learns is to obey." And after assuring his readers that he is impelled by no sanguinary motives against the child, he continues, apropos of the moral training of children; and his words deserve to be impressed upon the memory: "Therefore to know that every moral act that man or child can perform has a fixed statute definitely relevant to it, is the very alphabet of ethics; and it is because so much of our

*Dr. Charles H. Parkhurst in *Munsey's Magazine*, April, 1906.

home-training is skipping this alphabet that children are growing up without the ability to understand the paragraphs and chapters of this matter, and that the home becomes the nursery of adult anarchy. This does not mean that a child should be harnessed into a treadmill of continuous parental precept, and have no opportunity allowed him for the exercise of his moral judgment—a policy that would leave unexploited some of the very finest faculties of the incipient soul; but it does mean that whether the child does as his parent tells him, or does as he tells himself, his doing is to square with something other than an inwardly contained authority. It means, furthermore, that what he does is not right because he decided to do it, is not right because he thinks it is right, but right because it is in the line of the supreme law legislated for man to obey and in force before there was any man or child here to obey it."

It means, lastly, that it is the duty of our public schools to insist upon obedience, not only because it is the law of the Universe, but because the future welfare of the child and the nature of the teacher as an educator demand this insistence.

This statement is made unqualifiedly, although with a full appreciation of the nature of the obedience which the schools should strive to inculcate. And this surely is not a blind and unreasoning response to outward authority. The history of our institutions, the ideals upon which they are built, and the predestined future of the child as a citizen of our commonwealth, give incontrovertible evidence of the truth of this contention.

But it is an obedience, intelligent, voluntary, and cheerful, the result of motives which are sanctioned by the developed moral self.

While this is the highest form of obedience and should be the goal of the teacher's endeavors; yet, as long as obedience remains the fundamental law of the Universe, and the chief element in character-building, so long must it be rendered to properly constituted authority. Obedience should be self-initiated, voluntary, and cheerful, if possible; compulsory, if need be; for blind submission, particularly as a prerequisite to a higher form of obedience, is better than license and anarchy.

**Method in
Moral
Training:
Appercep-
tion**

The attention will now be directed to method in moral training; and for this purpose an attempt will be made to broaden the term apperception so as to include not only intellectual training to which present theory and practice have limited its activity, but also physical and moral training as well. The value of this step is self-evident, for its success will convert this principle from one of method in the intellectual field alone, to a general principle of education, from which may be deduced the method for developing the whole of the individual.

Justification

The ego responds to stimuli, initiates and carries into execution activities, and shows effects of influences, as a totality. It is, accordingly, inconceivable that nature which is uniform, simple, and economic, would impose upon this same ego one law for the development of one class of its elementary manifestations, and another law for another class. On the other hand, it is more reasonable to assume the existence of one general law of

development; and this contention is borne out by the known facts of human growth and development. Progress in the evolution of the physical, intellectual and moral faculties, it is recognized, proceeds step by step, each marking a stage of mastery evolved out of a previous stage, and at the same time, a starting point for a later stage. In other words, in nature, what is, depends upon what has gone before.

This has been elaborated under Intellectual Apperception as the process whereby new knowledge is assimilated by relating it to similar knowledge previously acquired--which is but another way for saying that, for the purpose of development, there must exist, in the mind, an apperceiving mass with which to interpret the new, in order to enable it eventually to become an integral part of the mind's content and a means for a subsequent apperception. The success, then, of incoming knowledge-material in becoming integrated with existing knowledge, argues the presence of an apperceiving mass; while its failure to do so, argues the absence of this interpreting active material.

**Intellectual
Apperception**

From this it is inferred that the result of previous experience, and the development conditioned by it, are the specific elements of apperception; and that the thought processes, and the physical and the moral activities which accompany them, are the general manifestations of the living organism. These are met with in every other activity as well; while the nature of the experience, whether physical, intellectual, or moral, and the development which this same experience makes

possible, determine the nature of the apperception.

**Physical
Appercep-
tion**

Now physical education is a training of the body to respond readily to stimuli by a successive grafting of new movements upon those previously mastered and controlled. And what is this but apperception in the physical world—a process guided, it is true, during its activity, by the intellect and by the moral sense, but dealing throughout with physical phenomena, and because of this relating of new bodily exercises with the old, resulting ultimately in a new muscular habit or in a finer articulation and complexity of muscular movement?

**Moral Ap-
perception**

Again, moral education is the process of developing in the child a habit of cheerful response to duty by utilizing the results of his previous moral training as a basis for his subsequent larger moral insight and power; for even here nature makes no jumps, but directs development along the predestined course of its evolution. And what is this but moral apperception, and the physical and the intellectual manifestations accompanying it, a condition to its activity?

**The Value
of Apper-
ception to
Moral
Training**

The chief value of the foregoing discussion lies in the realization that while physical apperception issues in muscular movement, intellectual apperception in oral or written expression, and moral apperception in moral action; they are all subject to the same conditions, method, and law, during the process of their development. This being so, moral education, which is of chief concern to the subject of self-government, will find suggestion and guide in the well-known facts of intellectual apperception.

Now in the latter, no test or application can be made of any rule, law, maxim, or principle, unless each has first been induced; or, to express this idea in terms of the Formal Steps, no application of either is possible before it has passed through the stages of preparation, presentation, comparison, abstraction, and generalization. But self-government, whether viewed from the standpoint of ethics or of civics, whether as the result of good influences manifested in the ability of moral self-direction, or as the moral self in concrete acts, is the application-step of moral apperception. It therefore presupposes the existence of tendencies of right action as the result of previous moral training.

Assuming, then, that the whole life of the individual up to the moment when he is about to express himself in action, has been one general preparation for this action -- that his life has been one constant process of activity and passivity and of storing up a moral apperceiving mass, moral perceptions, and the results of unconscious comparisons, abstractions, and generalizations; and the force of the claim for a proper preparation* previous to the introduction of self-government, becomes more and more evident.

**Material
for Moral
Training**

*Includes all the formal steps except application.

CHAPTER III

ESSENTIAL CONDITIONS

Self-government calls for a preparation, on the part of the child, which will result in a degree of his moral development necessary for him to apperceive his new rights and obligations. This is the pivotal thought—that proper preliminary training is essential to the success of any scheme of self-government, and this presupposes:

I. The Existence of a Proper Ideal

Government which takes into account the conduct of the moment only and disregards character-building, or discipline which looks only to an expiation for past offenses, has its value in maintaining an outwardly well-regulated school, but it does not touch the mainspring of the child's moral nature, does not start into being those activities, which, properly exercised, ultimately result in character. The principal or the teacher, who works without a definite moral aim, may labor conscientiously and incessantly in the cause of education, but he will fail to realize his hopes. He must have constantly before him the ideal embodied in some concrete form.

The ideal now calls for execution; for schools are not retreats for philosophers. They are workshops where

practical men and women are engaged in molding and in fashioning children by prescribed means, and along prescribed lines into likenesses of the concrete aim—the self-governing child. To do this successfully requires—

II. A Competent Principal

There is no factor of the school more important than he. A school reflects the character of the man at its head. A weak man engenders in the mind of the child a contempt for authority. A strong man calls forth the very best of his possibilities. A weak principal makes of the school a place of drudgery for the teacher, and of irksomeness to the child. A good principal creates an atmosphere of a well-regulated home for both teacher and pupils.

Now as to the specific qualifications of a competent principal. These are:

Firmness is essential: first, because the laws of habit demand a systematic repetition of the activity; secondly, because the nature of the child is such that it inclines people to humor him rather than to train him. The native weakness of the child makes a strong appeal to the emotional side of the adult. This in a great many instances leads the adult to adopt a training which is based upon his own weakness and nearsightedness. Rational training takes it for granted that the child represents an early stage in the evolution of the human being. So that for the purpose of growth certain of his tendencies and habits must be eradicated, and others must be nourished, exercised, and developed. The child

is not an end in himself. He is not born the man and the citizen; he must be developed into the one and the other, and, therefore, must be accustomed to restraint and to submission. He must be restrained because his inborn selfishness, his tendency toward license, his lack of intelligence and of moral power preclude him from grasping understandingly the real purpose of life. He must be made to yield submission because his future environment will impose this as a condition to his welfare. These ends can be brought about only by investing the control and direction of children with firmness.

Tact

The training of children cannot be reduced to an automatic process—one which takes no account of the varying conditions under which it operates. On the contrary, to be rational, it must take into consideration the individuality of the particular child, his environment, his previous training, and the probable result of a modification in the method of handling him. Human character is the result of heredity and environment at work on human instincts and for this reason each individual stands out a distinct and discriminated personality. For this reason also each individual must be handled in the light of his own peculiar personality, if it is to be hoped to accomplish his reformation, improvement or development. This proper handling, this modification of means to suit the exigencies of each particular instance, or individuality, is tact—the most valuable, and at the same time the rarest, instrument at the disposal of the teacher. Firmness, it is true, is a condition to the successful management of a school, but when it assumes

the characteristics of a blind adherence to rules, it loses its human element—character, and becomes worse than useless as a means of successful training, unless it is leavened by tact.

A principal may possess both firmness and tact, and **Patience** fall far short of being an ideal trainer of children. He must have, besides, patience; for no one who is not resigned to plod step by step, and, at the same time, bear the innumerable petty annoyances incidental to the training of children, can successfully cope with the task of transforming the wee mite of gross animalism into a rational and moral being. The adult as a rule forgets the difficulties he encountered in attaining to knowledge and power, and sees only the results of his development. As a consequence, he overrates the child's ability to grasp and appreciate what is presented to him, or he underestimates the difficulties which confront him. To offset this unfortunate tendency requires common sense and patience.

Just as the imparting of information presupposes **Self-Mastery** previous acquirement of knowledge, so the training to right conduct presupposes a previous acquirement of the power of self-restraint and self-direction. Firmness without self-mastery degenerates into cruelty; tact becomes a manifestation of right tendencies thwarted by a weak will, and patience a spasmodic virtue. Again, example affects the very fibre of the child's moral development, for his early life is one constant expression through imitation, and it imitates what it sees, good or bad. A principal or a teacher who habitually or even

frequently loses his self-control in the presence of the pupils, is no more fitted to train children than he is to discharge judicial functions among adults. Both these offices require a firmness of purpose which is not easily swayed by extraneous, unreasonable, or unworthy considerations or motives; a tact which is intuitive and which deals out punishments with an eye to their main values; a patience born of the inner appreciation of the Golden Rule; and a self-mastery which evinces itself in a calmness of judgment which is not easily ruffled.

**Sympathetic
Insight Into
Child-
Nature**

It is true that the aim of education is to train the child to a cheerful obedience to law; and that, in consequence, it is the duty of the teacher to direct all activities and influences towards developing in the pupil a good moral character. For society, which later adopts the child as a member of its own family, and invests him with all its rights, privileges and benefits, has a right to impose this qualification upon him. And yet the child also has certain rights of which neither society nor school can justly deprive him. A child, for instance, has an inherent right to happiness, for Nature has so constituted him that he finds joy in the mere fact of living—in the spontaneous activity with which he is endowed, to bring about his own development; and failure to carry out this suggestion in a scheme of education must inevitably result in violence to child-nature, and in harm to his development.

There are presented here, then, two claims—that of society which necessitates the employment of restraint and that of the child whose nature rebels at restraint.



The Class President in Charge
P. S. 125, Manhattan, N. Y.

However, it is not difficult to reconcile these opposing claims, or at least to give to each its just degree of importance. Society, in the first place, imposes the aim of education, for the chief concern of society is the finished product of education. In the second place, the child imposes the method of education, for it is only in so far as he is trained physically, intellectually, or morally, along the natural course of his development, that he will respond in a degree of power possible to him. And yet, the child is weak. The larger part of his humanity is still in his future, while his selfish instincts play the more prominent parts in influencing his behavior. So that the only conclusion to be reached is, that while the aim, so long as it is conceived of as such, must remain unchanged, and is at liberty to modify method to an extent necessary to carry out the purpose of education, it must not proceed beyond this point—the nature of the child demands recognition.

Sympathetic insight will satisfy this demand. By means of it the trainer of children learns to know and to recognize their natural weaknesses, the limitations of their powers, and the forms of appeal best suited to their development; and with the aim of education as his constant guide, he leads and directs, he controls and trains, without either the sentimentality which is the special prerogative of the educational theorist, or the harshness of the weak and ignorant. Happiness as the outcome or the accompaniment of law, order, and obedience, is his motto.

Enthusiasm is needed to counteract the deadening

Enthusiasm effects which dull routine and endless repetitions engender. Enthusiasm touches the mainspring of the child's inner life, and stirs him to think, to feel, and to act along moral lines. In the scheme of self-government, particularly, is enthusiasm not only valuable but essential. The adult comes to a realization of his civic duties only when his indignation is awakened, or his enthusiasm is aroused. The child, having less at stake, and with intellect and will undeveloped, surely needs the spur which enthusiasm alone can give him.

Honesty There are principals who never see any wrong done by children. They have a way of looking and not seeing, of hearing and not heeding. This is reprehensible from two standpoints—from the standpoint of the principal himself, and from the standpoint of the child. So far as it concerns the principal, this practice shows either a condition of mind characterized as “wool-gathering,” or a condition of morality which is not above that of the ordinary citizen, who is aware of civic corruption, but is too busy with his own private affairs to pay any attention to it. And while the ordinary citizen argues illogically but effectively that he pays the politician to govern him, just as he pays the minister to pray for him, and cannot, therefore, be expected to do the work of either without stultifying himself in the eyes of the practical business man, the principal finds no such justification, for he at least is paid to hear and see, and correct and improve.

But it is the child himself, whom this reprehensible practice concerns most. For evil tendencies and habits

are no more eradicated by ignoring their existence, or by giving them an external polish, than are bodily sores cured by shutting the eyes to their presence or by hiding them under a silken bandage. The child who is so unfortunate as to contract a moral disease should be dealt with in the same manner as he who suffers from a physical ailment, by applying remedial agencies. These may assume various forms depending upon the nature of the physical illness. It may be only just a little pure air and sunshine to recall the ruddy glow of health to the cheek; it may be a sedative to quiet the fever in the blood, or it may be the scalpel to excise the angry tumor. And so with moral diseases also. One may require merely a word of reproach; another may call for a sterner treatment, while a third may demand still more heroic measures. But each demands attention, otherwise each will increase, and spread and become chronic—a source of suffering to the patient, of menace to his neighbors, and a constant indictment of the man who is responsible for this condition.

There are three ways in which a principal may discipline a school: One is by looking wise and dignified, and letting the classes and the teachers take care of one another and each other as best they may. Of course this is not the ideal method, except for the principal who believes in an unruffled existence for himself, even at the expense of both pupils and teachers. Another way is by making the teacher responsible for his class, then formulating rules for his guidance, and seeing to it that he carries them into execution. The great trouble with **Diligence**

this method is that while the principal shows a laudable desire to do his duty as he conceives it his efforts are misdirected. He generally expends his energies in supervising and in criticizing the teachers instead of utilizing them in training the pupils. He becomes a positive injury to the school. For, whereas a teacher, left to his own devices, will eventually work out his own salvation, and perhaps be the stronger for it as a disciplinarian, he will lose heart, and become weak, dissatisfied, and hardened when he is circumscribed by rules and regulations, and his shortcomings are constantly held up to him as a goad to greater efforts and a warning of the consequences of his superior's displeasure. Diligence loses its characteristic of usefulness when it originates in narrow-mindedness. On the other hand, when it is the most effective means for the uplifting of the whole school its activity manifests itself in a spirit of helpfulness.

Helpfulness A school is best disciplined when the principal himself, a broad-minded and liberal-hearted man, takes complete control of its management, holds himself responsible for its conditions, and obtains the co-operation of each one connected with it, in maintaining the highest possible standard of efficiency. Of course this entails a great deal of labor—of constant visitation, and supervision, and correction and assistance; but it is the only proper way to manage a school and to train its pupils to right conduct.

III. Capable Teachers

While the spirit of the principal animates the school as a whole and gives aim, inspiration and motive to the teacher, and a standard of conduct to the child, in the last analysis it is the teacher who more directly influences the child. If, then, a competent principal is essential to a school, much more so are competent teachers.

But where are such teachers to be found? The answer is—In each school where there is a principal able and willing to train them. It requires no greater qualifications to become a good trainer of teachers than those essential to a good trainer of children. All it requires is a broad-mindedness that can encompass both children and teachers in its liberality; a heart that feels for the teacher, at the same time that it goes out to the children. A school with a number of incompetent teachers points unmistakably to an incompetent principal at its head.

There are two characteristics which a teacher should **Quietness** especially possess, outside of those previously enumerated as qualifications of the successful principal. These are quietness and loyalty. A quiet voice, a quiet manner, a quiet way of doing things, is a mark of refinement that goes a long way in making a school what it is intended to be—a refined home for the children. And this impels to the remark, treasonable in the extreme, that schools are instituted not for spelling, nor for geography, nor even for grammar, but primarily for the moral training. Now one of the best means for bringing the proper moral atmosphere into the class-room is quietness; for children learn to imitate and they form habits. They

also learn to admire the quiet teacher, for he holds in reserve a fund of energy which he can draw upon when the occasion arises.

Loyalty

There has never been a law passed but there has been some one who has thought it superfluous or even worse. This is natural when we consider the great diversity of characters and interests of the people who are affected by the law. The same holds true in the management of a school. No one rule, emanating from the one in authority, will please all; yet while all cannot be satisfied, all can be loyal; nay, all must be loyal. A well-regulated school has an ideal toward which it is striving daily. Loyalty assists its progress, disloyalty retards it. A disloyal spirit in a school more than offsets the good influence of a capable, honest, and unselfish principal, and communicates itself to the children, who reap irreparable harm. A disloyal teacher is unworthy of his calling.

IV. Gradual Introduction of the Scheme

The change from the monarchical to the democratic form of government must not be too sudden, or even the best-disposed will lose their balance and act irrationally. Give the children no more privileges than they can assimilate at any one time, and let them apperceive these before granting them any others. The monitorial system in class-rooms, on the stairs and in the yards, acting in co-operation with the teachers, is an excellent starting-point. Classes in charge of children during the temporary absence of teachers, are a step forward in the right direction. Debating societies presided over by one of their own number are excellent.

V. Power to Enforce Obedience

That teachers are not always given sufficient power to enforce obedience is not due to disbelief in the truism that for the purpose of any specific end, adequate means must be provided. On the contrary, all believe in this self-evident truth. A child knows he can raise a certain weight, and will feel aggrieved, and justly, if he is ordered to raise one that requires more strength than he possesses to lift it. The botanist knows that the sap rises in the tree because sufficient force is exerted for that purpose; and the intimation of a withdrawal of a part of the force without affecting ultimate results, will strike him as humorous. The astronomer knows that the heavenly bodies move in their orbits in response to a force adequate to the task assigned to them; and no amount of sophistry will convince him to the contrary.

Why, then, is this equation between means and ends ignored in child training? The answer is: Because of the misconception of the purpose of childhood. For centuries, the importance of the child lay in his becoming, and not in his being. In obedience to this idea, education concerned itself with results and gave little heed to the manner of their attainment, simply formulating the general direction to act the aim—to undergo hardship as a training for physical endurance, to exercise in abstract reasoning for mental acumen, and to indulge in meditation and prayer for the attainment of sanctity. The child was left out of consideration, because humanity had not yet learned to question the child

**Means
and Ends**

**Past
Conception**

concerning his own training. Childhood was overlooked in the contemplation of developed manhood.

Present Conception The present conception began with Rousseau. His plea for the child, an appeal against the unnatural conditions of his day, has had the effect of awakening humanity to the sublime truth that childhood had an inherent right to happiness. No man ever before preached a nobler doctrine, and nobly humanity responded to it—so nobly, indeed, that its ideas upon child-training underwent a complete change. To-day, the child is exalted as the educational focus; he sets the aim, he points to the source of knowledge, and he directs the educative process. To-day manhood is overlooked in the contemplation of childhood.

The True Conception The true value of the child is found not in his childhood, but in his latent manhood. It is the developed moral being who concerns society primarily—the child being only a means to an end. And as the claim of society is of more importance than that of the child, only so much happiness can be demanded for the child as is consistent with his proper training.

Conclusion Society, then, has the right to impose the aim of education, and in the carrying out of this aim sufficient power should be granted to enforce obedience.

CHAPTER IV

THE INTRODUCTION OF THE SCHEME

As has been stated in the Introduction, the writer had been principal of Public School No. 125, Manhattan, for exactly three years before he decided to introduce self-government in the four upper grades of the school. He announced this intention to the pupils during the morning assembly and appointed a day for the election of officers for the self-government school. A day later he visited the class-rooms of the four upper grades, explained briefly the purpose, form, and extent of the self-government scheme, and expressed the hope that the pupils would prove themselves worthy of the great trust reposed in them by their teachers and the principal.

**Immediate
Preparation**

On the day appointed for the election, after the close of the regular school session, the pupils of these upper grades met, according to directions, in the assembly room, where the following preamble and charter were read to them:

Charter of Self-Government School 125

Whereas, the pupils of Public School 125, Manhattan, The City of New York, have demonstrated by their conduct in the past that they are prepared to assume the responsibilities of self-government, and that they are capable of appreciating its benefits,

Preamble

This Charter

is hereby granted to them for the purpose of forming Self-Government School 125, that it may assist in their guidance, training and improvement.

BERNARD CRONSON, Principal

ARTICLE I

Name This association shall be known as Self-Government School 125.

ARTICLE II

Purpose The purpose of this association is to train its members in and for self-government and citizenship.

ARTICLE III

Extent Self-Government School 125 shall include the building and grounds of Public School 125, and its authority shall extend wherever the pupils of Public School 125 may be found.

ARTICLE IV

Divisions of the City *Sec. 1.* Each class shall constitute a borough and shall be designated in the same way as the class it represents.

Sec. 2. All pupils admitted to citizenship under Article VI, Sec. 3, shall constitute a borough of the city, and shall be known as the Merit Borough.

ARTICLE V.

Departments The government of the city shall consist of three departments: Legislative, Executive, Judiciary.

ARTICLE VI

Sec. 1. All students of the school, from 6 B to 8 B inclusive, shall be citizens of the city.

Sec. 2. Any other class, from 5 A to 6 A inclusive, may join the association, provided its application is endorsed by the teacher and is approved by the Principal.

Sec. 3. Clause I. Any pupil of the school, from 4 A to 4 B inclusive, who has been rated A in conduct, and, at least, B in lessons, and who can pass a satisfactory examination in accordance with Section 3, Clause III, may be admitted to citizenship.

Clause II. Examinations for admission to citizenship may be held on the third school Friday of each and every school month at three o'clock, under the direction of the Principal, or of some teacher designated by the Principal.

Clause III. The examination shall consist of reading, writing, spelling, interpretation and appreciation of this Charter.

ARTICLE VII

Sec. 1. It shall be the duty of all citizens to attend all elections and general meetings, to aid in the strict enforcement of the several articles of this charter, and to do everything possible to promote the welfare of the school. **Duties of Citizens**

Sec. 2. It shall be the duty of citizens to be courteous and kind to all with whom they come in contact.

Sec. 3. It shall be the duty of the citizens to avoid anything which violates the law of the State or City, or which interferes with the rights of the citizens thereof.

ARTICLE VIII

Legislative Department *Sec. 1.* The legislative body shall be known as the Board of Aldermen.

Sec. 2. It shall consist of two members from each borough, elected by the citizens thereof.

Sec. 3. The members of the Board of Aldermen shall be elected to serve one-half of the school term.

Sec. 4. The presiding officer of the Board of Aldermen shall be known as the President of the Board, and shall be chosen by the majority vote of those cast at a general election.

Sec. 5: Clause I. Any member of the Board of Aldermen may, with the consent of the Principal, or of the teacher designated by the Principal, be removed from office when found guilty of any serious offense against the government or the school.

Clause II. The seriousness of the offense shall be determined by the Principal, or by the teacher designated by the Principal.

Clause III. A special election shall be held within two days to fill such a vacancy.

ARTICLE IX

Rights and Duties of the Board of Aldermen *Sec. 1.* The Board of Aldermen shall have the power to pass such laws for the welfare of the school and its citizens as shall not conflict with the higher authorities.

Sec. 2. The Board of Aldermen shall meet on the second and fourth school Fridays of each and every school month at 3.15 o'clock.

Sec. 3. Any Alderman who is absent from two con-

secutive meetings without good cause shall have his or her place declared vacant.

Sec. 4. No bill shall be passed except by a majority vote of all the members of the Board of Aldermen.

Sec. 5. Every bill that is passed by the Board of Aldermen, must be presented to the Mayor for his or her approval.

Sec. 6. When a bill passed by the Board of Aldermen receives the approval of the Mayor, it shall be a law.

Sec. 7. If the Mayor disapproves the bill passed by the Board of Aldermen, he or she shall, within three days, return the said bill with his or her objections.

Sec. 8. If the Board of Aldermen, however, express its approval of the measure by a two-thirds vote of all the members of the Board, the bill shall then become a law.

Sec. 9. The Board of Aldermen shall convene as a trial court when any elected officer of the city is accused of neglect of duty or of violation of the charter.

ARTICLE X

Sec. 1. The executive powers of the government shall be vested in a Mayor, elected by a majority of the votes cast at a general election. **Executive Department**

Sec. 2. The term of office of the Mayor shall be one-half of the school term.

ARTICLE XI

Sec. 1. It shall be the duty of the Mayor to see that each and every law of the school is strictly enforced. **Rights and Duties of the Mayor**

Sec. 2. Clause I. To aid him in the performance of his duties, the Mayor shall, with the approval of the Board

of Aldermen, create the following departments, and appoint the chief officers thereof.

Police**Department**

Clause II. The Police Department shall suppress noises and disorder in the yard, on the stairs, or anywhere in the vicinity of the school building. The department shall suppress truancy, lateness, and tardiness; and shall aid generally in making the school an orderly and law-abiding community.

Health**Department**

Clause III. It shall be the duty of the officers of this department to prevent the possible spread of disease through the accumulation of dirt and filth. The officers of this department shall, at stated regular periods, inspect the general appearance of the citizens and of the halls, rooms and closets of the school building. Persistent violation of the laws of health and cleanliness shall be reported to the Police Department.

Removal**from Office**

Clause IV. Any officer of the above departments may be removed from office by the Mayor, when the said officer has been found guilty of neglect of duty, or violation of the laws of the school.

Duties of**the Mayor**

Sec. 3. It shall be the duty of the Mayor to keep himself informed of the doings of the various departments, and to communicate to the Board of Aldermen, at its regular meetings, a general statement of the government and improvement of the city.

Sec. 4. It shall be the duty of the Mayor to recommend to the Board of Aldermen all such measures as he may deem expedient.

Sec. 5. The Mayor may be removed from office when found guilty by the Board of Aldermen, sitting as a



The Chief Officers of Self-Government School 125
Manhattan, N. Y.

trial court, of neglect of duty, or of any serious offense, against the laws of the school. Such removal must, however, receive the approval of the Principal, or of some teacher designated by the Principal.

Sec. 6. When the office of Mayor shall become vacant through the inability of the Mayor to perform his duties, or on account of absence or removal from office, the President of the Board of Aldermen shall act as Mayor.

ARTICLE XII

Sec. 1. The court shall have jurisdiction over all cases of violation of the laws and ordinances of the school.

**Powers and
Duties of
the Courts**

Sec. 2. The court shall have the power to summon any accused person before it. The court may also subpoena witnesses.

Sec. 3. No person shall be denied the right of trial by jury.

Sec. 4. The jury shall consist of six citizens, namely, the three judges of the court and three other citizens, whose names shall be drawn by the clerk of the court.

Sec. 5. Conviction or acquittal shall be by the unanimous vote of the jury.

Sec. 6. No person shall be denied the right of being represented by counsel, or of calling witnesses in his or her behalf.

Sec. 7. No person shall be tried twice for the same offense.

Sec. 8. It shall be the duty of the court to discharge any accused person found innocent.

Sec. 9. The court shall have the power to inflict, with

the approval of the Principal, or of some teacher designated by the Principal, suitable punishments.

Sec. 10. Any person who is disorderly in the court-room during a session of the court, or who disobeys an order of the court without sufficient cause, shall be guilty of contempt of court, and shall be liable to punishment.

Sec. 11. The city shall be represented in the court by the City Attorney. It shall be the duty of the City Attorney to prosecute all persons accused of violation of the law.

ARTICLE XIII

**The
Judiciary
Department**

Sec. 1. The judiciary power shall be vested in three judges, elected by a majority vote of all the votes cast at a general election.

Sec. 2. Any judge may, with the approval of the Principal, or of some teacher designated by the Principal, be dismissed from office, when found guilty by the Board of Aldermen, sitting as a trial court of neglect of duty, or of violation of any law of the school.

Sec. 3. Court shall hold sessions every Tuesday, Wednesday, and Thursday afternoons at the close of the school sessions.

**How
Received**

The conclusion of the reading was a signal for as boisterous a demonstration on the part of the children, as was ever heard at a packed primary. Whether this was due to the masterly delivery, to the lucid explanation of the plan, during the reading of the charter, or to the sudden recognition of their own importance, certain it is that the sense of propriety of the teachers who were

present was shocked beyond measure by this unseemly conduct. No such scene had ever before been enacted within these staid walls, and certainly no such self-initiated and unrestrained enthusiasm or disorder, whichever you like to call it, had been witnessed in this school since the present principal had taken charge of it.

Fortunately all this had been foreseen, and the teachers had been forewarned to remain mere spectators of the whole proceeding no matter how strongly they were tempted to assume control. It required great powers of resistance and of inhibition, no doubt, to overcome the habit of regulating the child's every step, but in this instance, the teachers felt it would be senseless to give children self-government one minute, and the very next, to give them proof of the teacher's own lack of self-control.

The children calmed down eventually. Exhaustion and the daily training they had received triumphed. However, they were in no condition or mood to take part in an election. The meeting was therefore adjourned and the children advised to be prepared to nominate only the best pupils of the school for the various offices, as the Principal retained the right to reject any boy or girl whom he deemed unworthy of the honor.

Two days later, the election took place, and resulted in the choice of a boy for Mayor, a boy for President of the Board of Aldermen, three girls as judges, and a boy for City Attorney. It must not be inferred from this that the citizens of Self-Government School 125 deemed

the boys better fitted for the executive and legislative work of the government, and the girls better fitted for the judicial work. The fact is that, when the result of the election to the second office was made known, and there seemed to be a disposition to ignore the girls entirely in the matter of political patronage, the Principal suggested that courtesy to the female citizens demanded a more equitable distribution of the offices. This suggestion was acted upon to the great satisfaction of everyone present.

CHAPTER V

DEVELOPMENT OF THE SCHEME

The new administration assumed control immediately. The officers were enthusiastic, but they soon discovered that they could accomplish but very little, unless they called others to their assistance. This they did by establishing new offices whenever the need for them became apparent, and by appointing boys or girls to take charge of them. An assembly squad was first appointed and later a Chief of Police; and he in turn organized several squads to look after special parts of the school organization. A court clerk and a crier were deemed essential to the dignity of the court, and these were appointed and trained. Process-servers were also found to be necessary adjuncts to every well-regulated government, and they were pressed into service most willingly.

At present the scheme has almost reached its complete development. This may be seen by an examination of the following outline of it.

**The
Developed
Scheme**

Self-Government School 125

LEGISLATIVE DEPARTMENT

Board of Aldermen

consisting of

Two Aldermen from each Borough, and the President of
the Board

The Board meets on the second and fourth Fridays of
each month, at 3.10 P. M.

EXECUTIVE DEPARTMENT

Mayor

Police Department

consisting of

Assembly Squad in charge of Assembly
Patrol Squad in charge of stairs and yards
Truant Squad in charge of truancy
Parole Squad in charge of paroled pupils
Detective Squad, for secret investigation

Health Department

Department of Savings

Educational Department

JUDICIARY DEPARTMENT

City Court

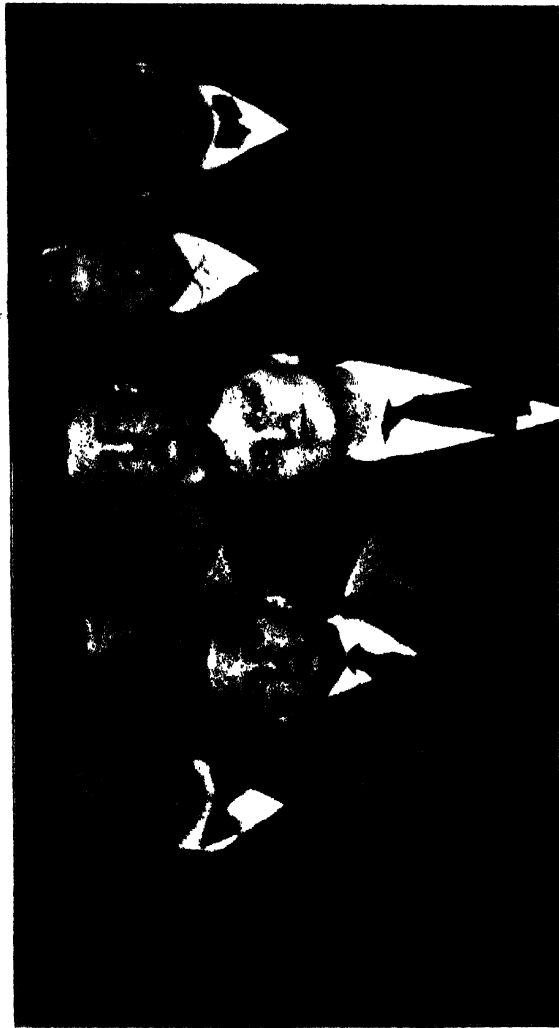
Three Justices

Court Clerk

City Attorney

The court is in session every Tuesday, Wednesday and
Friday at 3.10 P. M.

SELF-GOVERNMENT IN THE PROCESS OF DEVELOPMENT



The Newly Organized Tenancy Squad

P. S. 3, Manhattan, N. Y.

This consists of eight members of the school police—**Assembly Squad** four boys and four girls—who have complete charge of, and are responsible for the order, in the assembly room, and in the side rooms to which children congregate previous to assembling in the main room.

Public School 125, situated in the midst of an Italian population, has always had the problem of truancy to contend with, and the utilizing of the school police for breaking up this evil naturally suggested itself. Accordingly, the Chief of Police organized a truancy squad consisting of six officers in charge of a captain. These were assigned to the duty of looking after the attendance of the ungraded class, which was made up of chronic truants, disorderly pupils, and children who had been paroled by the courts and sent to school, doubtless as a fit punishment. This class was first established in Public School 125, in 1902, and has been in existence ever since, to the advantage of the school and to the benefit of the children who comprise it. **Truancy Squad**

If a brief digression is permissible at this point, it will be utilized for a consideration of the following: "To prevent crime, we must begin in the public schools, weed out the bad boys, separate them from the others, put them in special classes with specially trained teachers to look after them. Our schools are radically defective in this respect. A few bad boys of fascinating, dominant natures, will corrupt many lads who are amiable and of good disposition."* **Segregation, Its Value**

A great many people question the wisdom of segregat-

*The New York Herald, Oct. 5, 1902.

ing this class of children because they are thereby deprived of the benefit of contact with the better children. Now, while this is to some extent true, it is offset by the consideration that children, like their elders, are hero-worshippers, and, unfortunately, the type they worship is the kind which shows a disposition to chafe under proper restraint. Deep down in the heart of every boy, there lurks a suspicion of admiration for his neighbor who has the hardihood to pit his own will against that of his teacher. It is only in rare instances that a class spirit is met with in the elementary school sufficiently developed to frown upon any attempt on the part of a pupil to follow his uninhibited and unrestrained human instincts of direct self-preservation. Moreover there is a positive detriment to the rest of the class that witnesses repeated acts of disobedience; for each such act leaves behind it a baneful influence upon the minds and characters of the youthful observers of it. Indeed, the discipline of many a class has been ruined because an incorrigible boy has been allowed to remain in it—a Nemesis to himself, a torment to his teacher, and a source of contamination to his companions. Now, it may be allowable to ignore the fact that "Every child, no matter how preverse he is, has the right to demand of us, as the chief element of his future welfare, that we train him to a wholesome respect for law."^{*} According to present pedagogy, the child himself points the way to the teacher, and if he points a finger of scorn, it is the business of

^{*}Report of Male Principals' Association, Manhattan and the Bronx.

the *locus pueris* to "grin and bear it." It is also a sign of great wisdom, and knowledge, and piety, to exhort the teacher to exercise patience and love, when dealing with the unregenerate child, and to carry into effect the injunction that the more vicious and degraded the child is, the greater is the duty of the teacher to shower love and affection upon him. No objection can be raised against this concrete evidence of anxiety for the welfare of the child, even though developed human nature is fortunately so constituted that it loves the good, the true, the beautiful, and dislikes the bad, the false, the ugly. But human nature ought to know better, and to remember besides that the teacher is trained and paid to become upon occasion an emotionless, or an emotion-generating category. However, it is not unreasonable, unwise, and impious, to claim that the other children of the class also have certain rights, as, for instance, equal consideration in the teacher's time schedule, and protection from vicious associations.

But this is not self-government, only common sense, as the opponents of this scheme would say. A return then must be made to the subject under consideration.

During the day, or at the close of the school session, a list of absent truants is handed to the captain, who distributes the names among his officers, to be reported upon the following day. As the by laws of the Board of Education practically forbid sending children on errands during school hours, the work of looking up truants must be done before nine, between twelve and one, and after three. Of course, this requires a great

**The
Truancy
Squad, How
Directed**

deal of sacrifice on the part of the truant officers, but as not one of them has ever made complaint, and there are always children ready to replace them in the event of resignation or removal, the conclusion is that it is a labor of love.

**Parole
Squad**

The formation of this squad is due to the suggestion of one of the truant officers of the Board of Education.* Children who, for one reason or another, had been paroled by the courts, are required to present themselves on a certain day of each week at the office of a district superintendent to give evidence of attendance and good conduct. When they fail to report, a truant officer connected with the office of the district superintendent, is sent to look them up, in order to persuade them to report the following week. The officer is generally successful in convincing the child that it is a high crime and misdemeanor to fail to report to the educational department, when he is paroled by the judicial department, upon a charge by the police department. However, if the officer is unsuccessful, there is no law on the statute books against a second and a third visitation, so long as the moral suasion idea is kept prominently in view. Nor is there any objection to new devices being employed to have the offender realize his moral obligation to report when it suits his convenience or fancy.

This particular truant officer suggested that the duty of enforcing attendance of paroled boys at the office of the district superintendent on a specified day might

*Miss Felicie Cafferata.

properly devolve upon the School police. Accordingly, two officers were detailed to meet these children in the school yard at an appointed day and hour of each week, and to accompany them to the office of the district superintendent. If any fail to appear a scouting party is immediately dispatched and the search is continued until the delinquents are rounded up.

There is no better means of teaching a child self-restraint and self-control than by training him to renounce concrete pleasures within his grasp in return for future good. With this idea in mind the Penny Provident Bank was organized as a department of the School, and the children were invited to elect a treasurer and to deposit their pennies in the School City Savings Bank. They responded heartily; and as proof of their practical insight and business sagacity, they elected to the office of treasurer one of the teachers who had the reputation of being the wealthiest in the building.

**Department
of
Savings**

This division of the Self-Government School directs its activity along two different lines, but both tending to the same result. The one, still in embryo, concerns itself with a future attempt to have a day to be known as Field Day, * set apart, when the whole School City including its teachers and principal, will flee the city, and forget books, and lessons, and formal dignity, and hie to some near-by fields and woods, there "to commune with nature," and be natural and free. The other is an attempt, already made, to have public speakers address

**Educational
Department**

*Field Day has since been held and was most successful.

the School occasionally upon an assigned topic chosen from a list specially prepared for such occasions. This list will be found in the concluding chapter.

**Court
Sessions**

Court sessions are held on Tuesdays and Thursdays for boys; they begin promptly at 3.10 P. M. and are open to visitors, both adults and pupils. On Wednesdays court is held in secret session to try female delinquents, and no visitors are admitted.

CHAPTER VI

THE SCHEME IN OPERATION

Children are allowed to romp and play to their heart's **The Yards** content in the school yard until 8.40. The same holds true during the noon recess until 12.40. Then the Mayor, taking his stand where he can best command a view of the children, signals for silence. A moment later he signals again, this time as an order to the children to form into lines, and to the class presidents to take charge of their respective classes. When all is ready--when each pupil is in his proper place and position--and there is perfect silence in the yard, he gives the order to proceed to the class-rooms. Each class is preceded by its president and is met at every landing by a representative of the school government who is stationed there to assist in maintaining order.

A Typical Morning Assembly

Once in their class-rooms, the children are under the control of their class presidents until a few minutes of nine. Then a gong is sounded as a signal to prepare for the assembly, and the class president is replaced by the School official, who assumes complete charge until the return of the pupils from their morning exercises.

At a signal given on the piano the children rise, form

in line, and repair to the side-rooms. There they are arranged and counted by the school officer in charge, preparatory to assembling.

**Preparation
for the
Assembly**

The Mayor, up to this point, has been a watchful spectator of the work of his officers. If any laxity existed, it was his duty to discover it and to hold the officer in charge responsible for it; for the Mayor is the only one who is directly responsible to the principal for the order of the school. He now assures himself that everything is in readiness—that the lines are formed for marching, and the four police officers are at their assigned stations in the assembly room— and he notifies the teacher at the piano to begin the playing of a march. In a very short time he stands facing nearly four hundred children who have gathered in the assembly room for their daily morning exercises.

**The
Assembly**

Standing erect, almost immovable, as befits the occasion, the children sing their morning hymn, then seat themselves quietly and simultaneously. The principal, or one of his teachers, arises, bids them a cheery "Good Morning," receives a hearty response in return and reads a short selection from the Scriptures.

**Relation
Between
Self-Govern-
ment Pupils
and the
Principal**

It has several times been suggested that it would carry out the idea of self-government more completely if the Mayor were called upon to read the Bible every morning.

The argument is valid, but impractical, so far as the special aim in view is concerned; which is, never to divorce the school so completely from the authorities that are actually responsible for the running of the school, as to give the children the impression that they are absolutely independent of them. Children must at



Health Squad's Sanitary Inspection
P. N. 125, Manhattan, N. Y.

all times feel that they are responsible to higher authorities, just as adults are to the constitution which grants them special privileges. For this reason, the Scriptures are read by the principal or teacher, just to remind the children unobtrusively of the existence of this higher authority, although there can be no objection to the Mayor reading the Bible occasionally in the presence of the principal or teacher. Partly for the same reason, also, a teacher is present at the sessions of the court, to review the sentences of the judges before they are announced; and one is also within hailing distance of the yards, and occasionally passes through them; and one is also present in the detention room, although the children themselves have complete control there.

A song or two by the school, several recitations by pupils of a class specially assigned, and by volunteers who respond to the invitation by the Mayor, and it is the turn of the Health Department to begin its work.

At a signal from the piano, the children lower their desks and spread out their hands upon them. At the same time the captain and his squad of four assistants, two boys and two girls, rise from their seats and take their assigned stations, the captain in front of the school, beside the Mayor, and the Chief of Police and his assistants at each of the four sections in which the assembly room is divided. The piano continues playing softly, while the health officers, books and pencils in hand, march up and down the aisles, examining the hands, hair, shoes, and the general appearance of the pupils. Those who have been derelict (and very few of them are nowa-

**The Health
Squad at
Work**

days, for eternal vigilance leads to cleanliness and neatness), are reported and later summoned to appear in court to answer to the charge of uncleanness.

If the conduct and the general appearance of the school have been satisfactory to the Mayor, he announces the fact by tapping a little bell, which is at his elbow. Immediately each child relaxes and turns to his neighbor for a social chat; for this is the signal for recess—a part of the morning exercise the children appreciate quite as fully as anything else on the program, speeches by the principal or visitors not excepted. However, a minute or two later, he taps the bell again and he expects and gets an instantaneous return to the quiet and order which existed before the recess.

Of course, when the assembly is below the standard, the Mayor withholds this privilege; for this recess is looked upon by him rather in the light of a reward than of a necessary adjunct to an order of exercise. There is one occasion, however, when he makes an exception to this general rule, and this is when there is a visitor present; for the Mayor is rather proud of the alacrity with which his fellow pupils respond to his signals to relax and to return to order; and he does not want to miss an opportunity for impressing upon the visitor, that, to use his own language, "Public School 125 is one of the best disciplined schools in the city," and, it may be added, has one of the best Mayors to be found anywhere.

It must be remarked here, that in Public School 125, the morning assembly is looked upon, among other things, as a dress parade. Accordingly during its continuance,

which includes all the preparation for it, implicit and instantaneous obedience and perfect order are insisted upon and obtained. The marching, the facing, the seating, the standing, and the sitting, must be done with military precision, and in response only to signals given on the piano, for no words of command are allowed. Theoretically this rigid discipline lays itself open to criticism; but as this is the only occasion during the day when this discipline is demanded (the principal insisting upon a natural and easy posture during the rest of the day, excepting upon special occasions); as, moreover, the children themselves have expressed a preference for this kind of discipline during the morning exercises, assuring the authorities that they feel no inconvenience after a little training, the practice seems entirely justifiable. Besides, this claim of the children to which visitors give constant testimony, is borne out by their contented looks during the assembly. "The most striking thing about this school" reports one, "is the prevailing attitude of geniality and contented industry that seemed to fill the dingy old building from top to bottom."* This is only a sample report of the many that have been made by newspaper reporters and others who have taken the trouble to be present at the opening exercises.

**The
Discipline
During the
Assembly**

All are now ready to return to their class-rooms to continue the work of the day. At a given signal on the piano, the children rise, face, mark time, and march to

**The Return
to the
Class-rooms**

* Charles DeF. Hoxie, Report on a Visit to Public School
125.

their rooms without direction from anyone, guided only by their own common sense and by their desire to carry out instructions in the simplest and most orderly manner possible. During the whole of the morning exercises, it will be recalled, not one word of command, direction, or reproof, was given.

**The
Assembly;
Its Justifi-
cation**

As a general rule, the morning exercises last about fifteen minutes. There are occasions, however, when this time limit is extended to twenty and even to twenty-five minutes, without the feeling arising that there has been, as some would claim, the least bit of time misspent.

Not so very long ago, a great hue and cry was made against prolonged exercises. Perhaps this was right, in view of the fact that there is a specific time for grammar, just as there is for morning assembly, in every well regulated daily program; and some principals perhaps utilize both periods in reiterating again and again the necessity of improving every moment. However, it is certainly unwise to reduce the whole proceeding to a time-saving formality, in order to utilize the few minutes thus saved in learning the parsing of a preposition, for instance, or in encountering as fine an example of false syntax as ever plagued an unsophisticated child to whom freedom of speech is popularly supposed to be a heritage.

**Favorable
Initiation
of the
Day's Work**

The morning exercises have an educational value not generally conceded to them. If conducted properly, they pave the way for orderly conduct and systematic work for the rest of the day. A good beginning is just as essential to the work of the school, as it is to every other department of activity. The orderly entrance,

marching, and seating of the pupils, the instantaneous responses they make to commands, the maintenance by them of a quiet and attentive demeanor, and the promptness with which the exercises are gone through—all tend to put the children in the proper attitude toward their day's tasks. Order begets order.

It is said to the lasting credit of the kindergarten, that one of its chief aims is to extend the child's social relations, and thereby to broaden and strengthen the socializing influences of the home. This is equally true, however, of the other classes, and of the school as a whole; and school assemblies are appreciable factors in the development of this community feeling. The success of the marching, of the sitting, of the rising, and of the facing, is felt by each and every child to depend upon the simultaneous execution of orders by each and every child who takes part in the assembly. The Bible reading and recitations are for the benefit of all who are present; the singing is participated in by all and spoiled by a very few. The whole atmosphere is changed with the spirit of mutual dependence and mutual helpfulness.

**Has a
Socializing
Influence**

Both theory and practice are agreed that class-training owes its superiority over individual or tutorial training largely to the fact that the former tends to make the child democratic in manner and in feelings. There is no greater aristocrat, not to say autocrat, than a child reared in a coddling environment, where the only check to the growth of his self-importance is the occasional reprimand of an indulgent father or mother. With the great majority of people, it is as natural to spoil a child

**Develops a
Democratic
Spirit**

by an overdose of kindness, as it is for the child to become spoiled by an over-indulgence in it. A feeling of fellowship can be engendered only by meting out equal justice to all and by inculcating the Golden Rule.

The public school is just the place for this training. Here the rich and poor, the foreigner and native born, meet upon a footing of equality, for education is free to all. Here social superiority is frowned upon, and only intellectual worth and moral superiority are recognized. The class-room, it is true, exerts a great influence in developing this spirit of equality. The child who recites his grammar lesson in the class-room, does so as a member of a social group which has the right not only of listening to him but of criticizing his statements—the principle of “give and take” is practiced here in the true spirit of comradeship. The child who transgresses the rules of the class, receives, and is expected to receive, the same punishment, other things being equal, that would have been meted out to any other member of the class for the same offense. And yet, even here, conditions are liable to arise, which will increase rather than diminish a child’s estimate of his own importance, by reason of his inherent right to leadership, or through the hero-worshipping instincts of his classmates, or the special good-will of his teacher. Not so, however, with the morning assembly, where the child is merged in the group, where he counts for neither more nor less than any other individual who takes part in the exercises, and where he goes through the same evolutions, recites or listens and is shown neither more nor less favor than the other children.

Aside from the training the child receives and the consequent effect upon him, from the rhythmic movements, and the exercise of his will, there are two other factors of the morning assembly which have a bearing upon his moral development—the songs and the recitations.

**Has an
Aesthetic
and Ethical
Influence**

The class-room music consists of a study of technicalities and makes little or no appeal to the sentiments of the child. With the assembly music, it is different, particularly when the songs are well rendered; for this aids in fostering and developing his aesthetic sense.

The recitations also contribute their share to the moral uplifting of the pupils; but in order that they may do their most effective work, the selections must not only be recited properly, but they must be simple, appropriate and interesting. Shakespeare was a great poet; so was Browning; so were many others. The child has no doubt of this, for his teacher has told him so; but he prefers the words of a lesser poet—words which come nearer to his understanding, interest, and appreciation, and appeal more to his audience. A child resents being forced to recite in a foreign language, or to listen to it; and nine-tenths of the selections which common consent has approved as gems of literature, and therefore to be mouthed by the children, are beyond them, either to understand or to appreciate.

As an extreme example of the futility of this class of recitations to impress itself upon the child, the following statement of a man, who in his childhood and in his boyhood had recited numerous selections and had listened to a great many more, will be of interest. These are his

words: "Of all the declamations, recitations and quotations which I had either declaimed, recited, or quoted, or heard declaimed, recited, or quoted, I valued just this one, 'Boys cannot do all that a grown-up person can do, but they can keep from swearing just like any grown-up person can.' The words sank into my childish heart, for I not only understood them but I appreciated their moral import—they dealt with an old acquaintance of mine, but which I soon recognized as an unfit companion for me."

**Aids in
Developing
a School
spirit**

The personality of the principal is the chief means for developing a school spirit. A principal who has the ability to inculcate a habit of cheerful obedience; who feels a just pride in his school and evinces it upon proper occasions and by proper means, and who, by gaining the respect and confidence of those about him, instills into them a desire to emulate him in spirit and act, will not fail to awaken and to maintain a spirit of loyalty to his school among both teachers and pupils. And nowhere does the principal find as favorable an opportunity to impress his personality upon the whole school or upon a considerable portion of it at one and the same time, as at the morning assembly. Here he may upon occasion direct his remarks to the subject of school virtues, not as mere abstractions, but as essential elements to the success of his own school—a success which can be brought about only by the combined efforts of all the children. Or he may make reference to some concrete activities in which the whole school—each and every child—is concerned and takes pride, to mother's meet-

NEGOTIATION IN THE PROCESS OF DEVELOPMENT



A group of Officers in charge of Halls, Stairs, Yards, and Exits
P. 3, Manhattan, N. Y.

ings, to school games, to the school flag, or, best of all, to the school's self-government. There is no greater ~~forte~~ ^{force} than this to awaken the school spirit which slumbers in the breast of every right-minded and well-disposed child.

A Court Scene

The school has already been dismissed, and the assembly room cleared; for the court is to hold its session, and teachers and pupils know that Justice waits for no one. Children enter by twos and threes and seat themselves, some with ominous looking documents * in

*SUBPOENA.

In the Name of The People of Self Government School 125.

To Greeting:

We Command You, That all business and excuses being laid aside, you and each of you appear and attend before the Justices of the City Court, or some one of them at a City Court, to be held in the Assembly Room of Public School 125, Manhattan, on the.....day of at o'clock in thenoon, to testify and give evidence in a certain cause now pending in the City Court, then and there, between Self-Government School 125, plaintiff, and

For your failure to attend you will be deemed guilty of contempt of court and liable to punishment.

Witness Esquire,
one of the Justices of our City Court the day
of.....

..... Clerk.

WARRANT.

County }
Town of } S. S. *To the Sheriff or any Police Officer of
said City,*
Greeting,

WHEREAS, Information of

their hands, others with smiles on their faces, which bespeak the fortunate visitor; for the audience is limited to two children from each of the upper grades. Several teachers, and perhaps a visitor or two, complete the company which faces the three judges, who are at that moment engaged in earnest consultation with one of the teachers who sits back of them on the raised platform and who is to act as their adviser during the day's session.

**The
Opening
of Court**

Promptly at ten minutes past three, the presiding Judge announces to the crier the court's readiness to proceed with the business of the day. Immediately the well-known formula of "Hear ye! Hear ye!" rings out clear and strong, to the consternation of the first offender who sees neither rhyme nor reason in the invitation "to draw near and be heard" when as a matter of fact he prefers to be silent and far away.

The clerk reads the first indictment and the culprit rises and proceeds to the foot of the platform where he faces the Judges. If he pleads guilty, and it is his

..... has been made before the undersigned, a
justice of that
on the day of at

These are, therefore, In the name of the People of Self-Government School 125 to command you forthwith to take the said and to bring

first offense, the Judges are rather lenient with him—detention for a short while in the late-room is the sentence. If he is an old offender, sterner penalties are

to answer to the matters contained in said complaint and to be further dealt with according to law.

Dated at said city, the day of

Justice of said City Court.

WARRANT

IN JUSTICE'S COURT

BEFORE

P J

THE PEOPLE
AGAINST

WARRANT

Reverse side of Warrant

meted out to him. And this not so much for the purpose of reforming the guilty, nor to act as a deterrent to others who are yet too timid to be caught in the meshes of the law, nor even to impart a holy reverence for the abstract oughtness and oughtnotness, but in the words of the presiding Judge to "teach you that this court is not soft, and you ought to be ashamed of yourself to disgrace the school. Don't do it again."

**"Not
Guilty"**

If the child pleads "not guilty" to the indictment the prosecution calls upon the officer who made the charge to produce two witnesses, unless the offense was committed in the assembly room, when the word of the officer alone is taken in evidence. If the witnesses are not forthcoming, the charge is not entertained; if they appear, then the prisoner is asked to produce his own witnesses, to choose counsel to defend him, or the court appoints one.* In such cases it is not uncommon to hear heated discussions and cross-examinations participated in by the Judges, the City Attorney and the attorney for the defense† - just as they do in the regular courts, but with this difference: The School Court gets at the truth in each case eventually, although its mode of procedure is not always parliamentary. An instance is recalled which exemplifies this statement. A

*A child has the right to call upon his own teacher to defend him. The teacher may refuse to appear in the child's behalf if the latter's conduct warrants such refusal.

† In Public School 110, Manhattan (Miss Adeline E. Simpson, Principal), where self government has been carried on successfully for some time, both a prosecuting and a defending attorney are elected—an excellent idea, and worthy of being adopted by others.

boy charged with a certain misdemeanor vehemently protested his innocence. There was not sufficient evidence upon which to convict him although the court was morally certain of his guilt. He was cross-examined again and again but to no avail. At last the presiding Judge lost her patience and measuring his length with her indignant gaze, remarked sternly: "You ought to be ashamed of yourself to lie to me! Don't you dare do it again! Now, sir! Are you guilty?" He pleaded guilty, and he didn't lie like a gentleman either in doing so.

The influence of the court upon the children is truly remarkable. No child, however hardened, enjoys the experience of appearing, in the presence of about a hundred other children, before this tribunal presided over by three firm, sober-minded, earnest and level-headed young girls who by their bearing recall their ancestress, the Roman Matron. Many a boy hardened by the life of the streets, by wicked companionship and by vicious surroundings has felt himself grow limp at the prospect of having to undergo this ordeal and no boy with the least spark of manliness but is the better for the existence of this court.

**The
Influence
of the
Court**

"Stand up straight, sir!" It was the voice of the presiding Judge calling upon one of the oldest and tallest boys in the school to assume a more human posture in the presence of his Judges. He had been indicted for some trivial offense, had been summoned to court to answer to the charge, and unfortunately for him he had not learned the value of silence. It was just one week after the court had held its first session, and in common with

a great many others, older and wiser than himself, he looked upon that institution as a sort of a bugaboo with which to frighten very young children, and to amuse older ones like himself. Accordingly, when he was served with the summons by one of the court attendants, he showed his contempt by remarking that he "didn't care—it was only a fake court after all." This was reported to the Judges.

The day of the trial arrived. The clerk of the court read the first indictment. It was that of the aforementioned culprit. He rose to his feet, a great, big, good-looking boy, who proceeded with careless step to the front of the room and stood in an attitude of "parade rest" before the Judges.

"Stand up straight, sir!" The boy looked startled and surprised for a moment, then straightened up instinctively. "You are charged with turning your head during the assembly," continued the Judge. "Are you guilty?" "I am," he answered, meekly enough.

A consultation between the three Judges followed, the sentence was written on a slip of paper and approved by the teacher in charge.

"The sentence of the court is that you be detained one afternoon. Now go."

He turned, while a smile, rather sickly, it is true, overspread his countenance, as he proceeded to his seat. The boys' natural bravado was striving to reassert itself; but unfortunately for both boy and bravado, the presiding Judge, who had not taken her eyes off him, caught the suspicion of a smile on his face, just as he was in the act of seating himself.

"Come back here, sir!" and back he came. "Did you smile, sir?" and receiving an affirmative reply, "You are guilty of contempt of court, you will take two more days in the detention room. Now see if you can go to your seat without smiling." Needless to say, no smile cheered the culprit's second return to his seat. He had been given something to think of, and this something drove the frivolity from his head and replaced it by an experience which was so at variance with his established faith and ideas, that it needed all his attention to explain it. Soberly he sat down to ruminate when he heard his name called again. He looked around to make sure that he was himself, and meeting with no evidence to the contrary, he proceeded "the way of the transgressor," and paused from sheer force of habit before the Judges.

"You are charged, sir, with saying that this is a fake court. Are you guilty?"

Guilty? Yes, certainly, and ready to plead so to horse-stealing even, if only he would not be forced to run the gauntlet of those two hundred pairs of eyes which were watching his every movement with intense interest, and which seemed to exist only for the purpose of analyzing his innermost thoughts and feelings.

"I will teach you that this is no fake court! You will take, in addition, three more days in the detention room; and if you are ever brought before this court again on a similar charge, it will, it will --" and indignation choked all audible utterance; while the culprit slunk to his seat a more bewildered, but a wiser boy.

Three weeks later, this same boy made application to

the Chief of Police for a position on the force, and was told to get the indorsement of the Mayor and of the Judges. He did so, and he is now an honored and a useful member of the police department.

One more instance, just to show the earnestness and the zeal of the officers of the School. One of the first cases brought before the court in executive session, tested, in a high degree, the moral strength of the children. A girl, the president of her class, and a friend of most of the officers, including the three Judges, was charged with talking on line during dismissal. She denied the charge, but by skillful cross-examination she was forced to admit her guilt. She was reprimanded by the court and warned not to repeat the offense; but instead of heeding the warning, she threatened the officer for reporting her. This official, a girl of course, went to her teacher for advice. "I didn't like to take her name," she said apologetically, "but it was *my duty to do so*, and I did it." She was advised to consult the Judges, and they had the offender indicted on the charge of intimidating an officer. Upon trial, they found her guilty and recommended that she be dismissed from the presidency of the class. The sentence was approved and carried out. The girl has not had a charge made against her since, nor did she show at any time the least resentment against her companions, but on the contrary showed by her behavior that she regarded the sentence as just and wholesome.

But there are other sources of evidence of the good influence which the court exerts upon the children. One

is the judgment of the teachers of Public School 125, who can be vouched for, for various reasons, to speak the unvarnished truth concerning it. Summarized, this opinion, to use the words of one of the teachers, the one most indefatigable in the cause of self-government, is that, "The children have come to look upon the courts as places where wrongs are righted. In place of the familiar 'I'll tell the teacher,' we hear, 'I'll bring you to court if you don't stop'; and nine times out of ten this has the desired effect." Another proof, and perhaps the most valuable, is the gradual decrease in the number of complaints and trials before the court. Several times court sessions have been held with only two cases on the calendar.

The Truancy Department

Judging from immediate and concrete results, this department is perhaps the most valuable of the scheme. For not only has it practically broken up truancy, as the subjoined report will show, but it has also had a good influence upon the rest of the school.

The respectful obedience which the truant squad commands from the roaming, roving population of the school, may be inferred from the following:

The captain of the squad, an earnest and fearless lad of thirteen, finds little difficulty in persuading the truants whom he encounters to accompany him to school. On one occasion, and this is by no means a rare one, the captain, in making his round of the neighborhood, met six truants in succession; and he directed each of them to wait for him at a certain corner until he called for

**An
Instance**

Report of the Ungraded Class

1906

Feb.			March			April			May		
Date	Register	Attendance	Date	Register	Attendance	Date	Register	Attendance	Date	Register	Attendance
1	32	17	1	27	22	2	29	26	1	26	20
2	32	17	2	27	26	3	29	27	2	26	21
5	30*	17	5	24	24	4	27	26	3	26	22
6	30	16	6	26	22	5	27	26	4	27	24
7	33	21	7	26	21	6	28	28	7	26	24
8	35	26	8	26	24	16	31	29	8	26	24
9	35	26	9	25	23	17	30	27	9	24	24
13	35	23	12	28	25	18	30	28	10	23	22
14	35	18	13	28	26	19	30	28	11	23	20
15	34*	27	14	30	27	20	29	28			
16	32*	25	15	30	27	23	29	27			
19	32	22	16	32	25	24	29	28			
20	33	22	19	33	26	25	29	29			
21	33	18	20	33	30	26	27	27			
23	32	17	21	33	31	27	27	23			
26	32	19	22	33	31	30	27	22			
27	32	21	23	33	32						
28	32	22	26	33	30						
			27	34	28						
			28	30	29						
			29	30	28						
			30	30	28						

*A decrease in the register marks the promotion of one or more boys to regular classes, or (rarely), a discharge from the school.

SELF-GOVERNMENT IN THE PROCESS OF DEVELOPMENT



A Captain and his Chief Lieutenants
P. S. 3, Manhattan, N. Y.

him. He later met the six at the appointed spot, and piloted them safely to school.

A boy who had been a notorious truant for years, was lost sight of by the truant officers for several months; and when the squad was formed, his name was among the first that was given to the captain to look up. This officer professed to know the boy's whole history--knew that he was assisting a driver in delivering packages for the munificent sum of ten cents a day with privileges of sleeping occasionally in a certain laundry and of hiding there when wanted by the truant officers. He knew also that he was in the habit of reaching his home after the family had retired for the night, and of leaving it before anyone was astir.

**Another
Instance**

A week later the truant was at the office of the principal, and beside him stood the captain, who had that morning surrounded his house with three of his squad, and caused his ignominious surrender without a blow being struck on either side.

Under ordinary circumstances, the truant would have been lectured, ordered to the detention room for a certain number of days, and then set free. Unfortunately for him, however, his commitment paper had been signed several months before; and as the captain refused to intercede for him, it was determined to send him to the truant school.

The principal explained this determination to the offender, then turning suddenly to him, asked him if he would go alone to the truant school, and there deliver himself up to the authorities. He expressed his willing-

ness with alacrity, but the captain interposed an objection. "Please don't do that," he said earnestly to the principal, "he'll never report himself; and then we'll have all our trouble for nothing;" and seeing that his words did not have the desired effect, he continued: "I know him, you can't trust him - he plays hookey, he smokes and drinks, he swears and he steals—I tell you I know what I am talking about, for he is my cousin!" His logic was faultless, and the principal—well, he did just what many a better and holier man has done before him—he acted according to his judgment and ignored his reasoning. He adhered to his original resolution, and sent the culprit on his way to self-imposed confinement or to short-lived freedom, and the crestfallen and disgusted captain to his class-room.

The captain was right, and as a reward for his farsightedness he was ordered to apprehend the **truant** again and to produce him in the office of the principal. Days passed, the squad scoured the neighborhood, but found no trace of him. So the captain reported daily with a grim satisfaction which he could not altogether hide. At last, one morning, as the principal approached the school, the captain saluted, then pointed to a boy much taller than himself, who was standing beside him. It was the truant, the captain's cousin, the boy who had caused the child to lose his faith in his principal as a level-headed manager of truant boys. "Truant school?" queried the captain, without a suspicion of a smile on his face. The principal eyed him **sadly** for fully a minute, handed him carfare, then **turned on his heel and entered the schoolhouse.**

A week after the event narrated above, another of the chronic truants, one of the worst the school housed or failed to house—a boy who had a bad influence upon his companions because of his defiant talk to them when he met them in the street—was picked up by the captain and brought to school. He was crying, but he was also listening attentively to the captain who was gesticulating and talking very earnestly to him. At length both entered the office of the principal, and the captain announced that his companion was ready to go to the truant school alone, and only asked that he be allowed to go home and notify his mother. “I am responsible for him,” announced the captain, which was tantamount to a bond of good faith signed and endorsed, “he’s all right, sir!”

**One More
Instance**

The boy was given a letter of introduction to the matron of the truant school; and the following day word was received that he had called there with his mother, presented his credentials, and after kissing his mother good-bye, settled down to a term of expiation and training.*

Murder will out, so will anything which lies near the heart of a child. When the truant had left, the captain turned to the principal. “I was angry,” he said “when you let my cousin go, because I was sure he would fool you. Now I understand. He was a fool. He might have known I’d get him; and if he had been honest and had done what he had promised to do, you would have helped him get out of the truant school in a few months.

*The boy has since been released for good conduct upon the recommendation of the principal of his school.

Now he'll stay there two years. Every boy and girl in the school knows that. I told this to Giacomina (the boy who had just left), and he asked me to let him go up alone, and I promised I would, and I promised I would speak to you about it."

The principal looked at the captain approvingly. He had recognized the spirit of firmness and kindness which had been his own guide in the management of children; and with a word of commendation, he bade his lieutenant go to his class-room. At that moment, at least, the principal felt that his life had not been wasted.

CHAPTER VIII

ETHICS

Aims:

1. To give knowledge of what is right.
2. To awaken the feelings and develop them.
3. To train to right action.

Means of Development.

- I. Imitation, concrete examples.
 1. Personality of principal and teacher.
 - (a) Voice; speech; bearing; dress.
 - (b) Pose; self control, courtesy, kindness.
 - (c) Justice, fine sense of honor; firmness.
 - (d) Sincerity, ideals; attitude toward life.
 2. Personality of parents and playmates
- II. Creation of worthy interests, high ideals, and helpful activities.
 1. Reverence, sense of gratitude and dependence upon a Higher Power.
 2. Admiration of true greatness
 3. Self-respect.
 - (a) Recognition of work well done.
 - (b) Cultivation of principle of *esprit de corps*.
 4. Unselfishness, helpfulness, social co-operation.
 - (a) Communal work.
 - (b) Helping at home.

- (c) Working with public officers and public departments for the common welfare.

5. True obedience:

- (a) Self-direction.
- (b) Personal honor and responsibility.
- (c) Self-government.

III. Precept and Application.

1. Ethical stories from history and literature.
2. Agencies for social service.
 - (a) Hospitals and dispensaries.
 - (b) Asylums.
 - (c) Homes for orphans, blind, aged, and infirm, etc.
 - (d) Societies for prevention of cruelty to children and animals.
 - (e) Societies for relief of the unfortunate and needy.
 - (f) Fresh Air Funds.

IV. Discussions of stories illustrating ethical truths.

1. Deeds of heroism and self-sacrifice.
 - (a) Firemen.
 - (b) Policemen.
 - (c) Soldiers.
 - (d) Doctors, etc.
 - (e) Individuals in positions of trust or responsibility.
 - (f) Dumb animals.

Methods.

I Gradual Development.

1. From action to principle.
 2. From obedience imposed from without to self-government initiated from within.
 3. From formal submission to outward authority, to voluntary obedience to an innate sense of honor and obligation.
- II. Recognition of inexorable laws which cannot be violated with impunity.
1. Physical laws.
 2. Moral laws.

TOPICS

- I. Home Life.
1. Duties to Parents.
 - (a) Obedience in all things.
 - (b) Respect in address, in attention, in outside speech.
 - (c) Courtesy: tipping hats; interruptions in speech; offering seats, passing the time of day; opening doors.
 - (d) Honesty.
 - (e) Self-control; unkind speech; temper.
 - (f) Gratitude for every small kindness.
 - (g) Affection in action as well as word.
 - (h) Cheerfulness.
 2. Duties to Sisters and Brothers.
 - (a) Kindness in speech and manner.
 - (b) Helpfulness
to the younger ones in dressing;
to the younger ones in playing;

- to the elder ones by cleanliness;
 - to the elder ones by errands.
 - (c) Unselfishness: in dress; in food, in pleasure; in belongings.
 - (d) Cheerfulness.
3. Treatment of the Sick or Infirm.
- (a) Helpfulness.
 - (b) Kindness.
 - (c) Courtesy.
 - (d) Respect.
 - (e) Sympathy.
 - (f) Patience.
4. Treatment of any Pet, *i. e.*, Dog, Cat, Bird, etc.
- (a) As to teasing.
 - (b) As to gentle handling.
 - (c) As to food.
 - (d) As to shelter.
 - (e) Kindness to all dumb animals.
5. Conduct at Home.
- (a) Orderliness; everything in its proper place.
 - (b) Prompt obedience; early to bed, early to rise; not play until last moment.
 - (c) Cleanliness; body; clothes.
 - (d) Purity of speech, action, thought.
 - (e) Gentleness; never boisterous or noisy in words or actions.
 - (f) Neatness; care of clothes, etc., brushed before putting away, etc.

6. Conduct at Table.

- (a) Asking for food; patience until served; politeness in receiving food; serving others first.
- (b) Use of knife, fork, spoon, and napkin; not as playthings; proper use of each article.
- (c) Position at table, no lounging—no elbows on table, erect, alert, careful not to spill or drop food, excused when leaving before others are through, do not speak unless addressed.
- (d) Mastication; always chew thoroughly with mouth shut; no noise.
- (e) Cleanliness; teeth, face, hands, nails; hair; clothes; shoes.

II Outdoor Life.

1. Conduct in Streets.

- (a) Right of way to passengers, keep to right side of street.
- (b) Right of way to vehicles, cars, etc.—pedestrians can stop easily; vehicles with difficulty, never run in front of cars, etc., danger to self and nervous strain to driver or motorman.
- (c) Orderliness, loitering in streets, gangs; loitering wastes time, obstructs traffic, gang spirit is brutal, leads to fighting and rule of might; influence on individuals is degrading as the undesirable elements

of character are most admired; stealing from push carts, etc.

- (d) Courtesy and kindness to playmates and friends; consideration for the weakness of another shows strength.
 - (e) Politeness; excuse for unintentional injury or interruption while playing.
 - (f) Gentleness in word, tone, action; shouting after others; screaming; uttering shrill cries; loud whistling; jostling, crowding or pushing; throwing stones; ball-playing; loud laughter.
 - (g) Consideration and sympathy for the feelings of others; mimicry or ridicule of the deformities or misfortunes of others; rude gazing or staring after others; safety and protection of weak and helpless.
 - (h) Cleanliness and neatness; refuse, waste-paper, fruit skins, etc., in proper receptacles; upsetting or disturbing contents of receptacles for refuse, etc.; aids to the Street Cleaning Department; spitting on sidewalks, etc.
2. Conduct in Parks, Libraries and other Public Buildings.
- (a) Care of parks, flowers, trees, etc., love of birds, flowers, etc.
 - (b) Defacement of buildings.
 - (c) All public property should be more sacred than personal property; a public trust.

3. Conduct in Public Conveyances.

- (a) As polite as in the home or school.
- (b) Moderate talking and laughing; no noises.
- (c) Seats to elders.
- (d) Cleanliness.
- (e) Honesty in payment of fares.
- (f) Cars stop for getting on and off; jumping off is wrong, as conductor and motor-man are held responsible for accidents; dangerous.
- (g) No crowding or pushing.

4. Conduct in Public Assemblies (Golden Rule).

- (a) Indoors.
 - 1. Quietness and attention.
 - 2. Respect to elders.
 - 3. Politeness to weaker sex.
 - 4. Conduct in panics; coolness and self-possession.
- (b) Outdoors.
 - 1. Politeness to speaker.
 - 2. Courtesy to listeners.
 - 3. No audible comments.

III. School Life.**1. Duties to Teacher.**

- (a) Obedience in all things.
- (b) Respect; in address; in attention; in speech.
- (c) Courtesy; interruptions in speech; tipping hats; opening doors; handing dropped articles.

- (e) Loyalty.
- (f) Self-government.
- 5. Value of School.
 - (a) Why the child comes to school.
 - (b) What the school does for the child.
 - (c) Value of education.

IV. Individual Welfare.

- 1. Essential Qualities.
 - (a) Industry, in lessons, in work.
 - (b) Love of the true, the good, the beautiful.
 - (c) Thoroughness; whatever you do, do well.
 - 1. Advantages of skill, expert knowledge or perfection in some special trade, profession or subject.
 - 2. Disadvantages of entire specialization.
 - 3. Jack of all trades and master of none; ability and value of an individual.
 - (d) Ambition in lessons, in work, toward a higher life.
 - (e) Prudence in speech, manner, and actions.
 - (f) Truthfulness in speech, manner, and actions.
 - (g) Honesty in work, word or action, in all dealings with others.
 - (h) Economy.
 - (i) Punctuality.
 - (j) Good companions; good books; good habits.
 - (k) Temperance and moderation.
 - 1. In speech, manner, and actions.

2. In food, clothes and drink.
3. Use of alcohol and tobacco.
2. Individual Rights and Privileges.
 - (a) Rapid advancement and progress; test—ability, not wealth or social position.
 - (b) Opportunities; public education; schools; colleges, libraries, museums, etc.,—use of same.
 - (c) Freedom of speech and action; protection of rights of others; liberty of individual gained by common welfare.
 - (d) Self-sacrifice; common welfare advanced at expense of the individual welfare.
3. Effect of Individual Welfare and Progress.
 - (a) Upon the individual.
 - (b) Upon the family circle.
 - (c) Upon society and the common welfare.
4. Dependence of Man.
 - (a) Upon a Supreme Being—reverence—gratitude.
 - (b) Upon other individuals.
 1. The rich upon the poor.
 2. The poor upon the rich.
 3. The laborer upon the employer and vice versa.
 4. The layman upon the professional, etc.
 5. The child upon the parent and vice versa.
 - (c) Upon animals.
 1. Domestic animals; horse, cow, sheep, ox, etc.

2. Wild animals; bear, tiger, elephant, whale, etc.
3. Kindness to animals—Humane Societies.
- (d) Upon Nature and physical laws.
 1. Change of seasons, etc.
 2. Growth and functions of organs of the body, etc.
 3. Violation of law; certainty of punishment.
- (e) Upon government and moral laws.
 1. Character of government.
 2. Necessity of government.
 3. Powers and obligations of government.
 4. Limitations; individual rights; common rights.
 5. Violation of law; certainty of punishment; effect upon the character of the individual; effect upon the future individual; effect upon common welfare.
5. Obedience to Law.
 - (a) Why laws are made.
 - (b) Who makes the laws.
 - (c) Who enforces the laws.
 - (d) Why law-breakers are punished.

CHAPTER IX

CIVICS*

Aim: Training in and for citizenship.

The teaching process, in order to be successful, must take into consideration the child to be educated, the material for his education, and the teacher, who is the medium between the two, their relative importance depending upon the aim of the lesson. Civics, which seeks primarily to impress its principles upon the moral sense of the child, must necessarily give prominence to the character of the teacher.

Fundamentals

1. *The child.*

- (a) The underlying civic virtue is obedience to constituted authority; hence, train the child first to a habit of implicit obedience.
- (b) Obedience should aim to a rational and voluntary compliance to an inner authority; hence, rationalize the child's knowledge of law and order, broaden and deepen his sense of duty, and give impulse to his conduct.
- (c) In intellectual education, interest is a condi-

*From Cronson's "Methods in Elementary School Studies," published by The Macmillan Co.

tion to knowledge; in moral education, knowledge is a condition to interest.

- (d) The child is in possession of all the elementary concepts which underlie this study through intercourse with those with whom he comes in contact long before he begins the study of civics.
- (e) The principles underlying the teaching of other studies obtain here also: Faith in the concrete, reasoning, conviction, action, are the steps in the development of a civic character.

2. *Material.*

- (a) The purposes of government.

The material must be concrete and familiar—the home, as represented by the head of the family; the school, by the teacher; the city, by the policeman and the fireman.

- (b) A knowledge of our form of government.

The material should include the leading facts and the underlying principles of municipal, state, and federal governments.

- (c) The duties of citizens.

A comparison with other forms of government in order to emphasize such peculiar institutions as suffrage, primaries and convention.

- (d) Historical personages and events.

3. *The Teacher.*

Only the teacher who is zealous in the cause of good citizenship can arouse and maintain the child's interest in this study, can make him appreciate the blessings of our free government, can induce him to feel that he owes

certain duties to his citizenship which call for cheerful responses on his part.

4. *Method.* *

TOPICS

I. *Citizenship.*

1. Introductory questions.

- (a) Why do we have rules in school?
- (b) Why do we have laws?
- (c) What are our rights?
- (d) What are our duties?
- (e) What is the most important function of the government?

2. Duties of the citizen to the government:

- (a) Personal responsibility in
 - 1. Preservation of order.
 - 2. Protection against fire.
 - 3. Protection of property—public and private.
 - 4. Protection of public health.
 - 5. Provision of necessities and conveniences, *i. e.*, roads, streets, water, light, sewers, relief of poor and afflicted, education, parks, museums, libraries, etc.
- (b) Advantages and privileges.
 - 1. How does the individual citizen have a voice in the government?
- (c) Eligibility.
 - 1. Who are citizens of the United States?

*See Model Lesson on Primaries. (Page 116). "Methods in Elementary School Studies."

2. What is meant by an alien?
 3. How may an alien become a citizen of the United States?
 3. Duties of the government to the citizen.
 - (a) Preservation of the right to life, liberty, and the pursuit of happiness.
 - (b) Preservation of order.
 - (c) Protection against fire.
 - (d) Protection of property—public and private.
 - (e) Protection of public health.
 - (f) Provision of necessities and conveniences *i. e.*, roads, streets, water, light, sewers, relief of poor and afflicted, education, parks, museums, libraries, etc.
 - (g) Redress of wrongs—public or private.
- II. *Common Welfare.*
- Through respect for rights of others.
Obedience to law.
Co-operation.
Civic institutions.
1. Introductory questions.
 - (a) How does the government take care of public works?
 - (b) What do we mean by public works?
 - (c) Why do we have a department of parks?
 - (d) How can we show our appreciation of the city's great expenditure on public parks?
 - (e) How are the parks protected?
 - (f) In what ways are the trees cared for?
 - (g) Name some of our city parks and playgrounds.
 - (h) Where else can one spend his recreation time?

- (i) Locate two public museums.
- (j) Locate the Zoological Garden.
- (k) Locate the Aquarium.
- (l) Locate three public libraries.
- (m) Locate your public school.
- (n) How can we aid in the protection of common property?

III. *Departments of City Government.*

1. Department of Parks and Public Buildings.
 - (a) Parks and playgrounds; use and value; the park custodian.
 - (b) Duty of citizens; duty of appreciating and protecting park property, such as trees, shrubs, flowers, birds, animals, benches, railings and apparatus; of keeping the grass and paths free from refuse or papers.
 - (c) Care of public buildings, schools, libraries, etc.; defacement of same.
2. Street Cleaning Department.
 - (a) Duties of the Street Cleaning Department. Collection and disposal of refuse; use of rubbish boxes; street cleaning; street cleaning leagues.
 - (b) Rights of the Street Cleaning Department; separate receptacles for refuse, waste paper, etc., enforcement of laws for violation of ordinances.
 - (c) Duty of citizens—to keep garbage and paper separate from ashes; to keep receptacles covered; to refrain from throwing papers, fruit-

skins and other discarded matter into the street, or on the sidewalk; to refrain from throwing anything from windows, from obstructing sidewalks or thoroughfares, from defacing walks, fences, or buildings.

3. Fire Department.

- (a) Promptness, speed, and efficiency of service; fire alarms; engine houses; duties of firemen; instances of heroism.
- (b) Bonfires—ruin of streets; dangers of fires; duties of Fire Department.
- (c) Duty of Citizens—care in the use of matches, kerosene, gas, benzine and other explosives or combustibles; care in regard to fireworks, bonfires and rubbish; duty of keeping fire-escapes clear of encumbrances; fire drills; means of egress from buildings; behavior at panics.

4. Police Department.

- (a) Duties of Police Department. Enforcement of law; maintenance of order; control of crowds; protection of life and property; detection and prevention of crime; arrest of criminals, traffic regulation; instances of heroism.
- (b) Duty of Citizens. Respect for police authority; appeal in case of danger; rendering assistance in maintaining order; conduct in streets; ball-playing and stone-throwing—why forbidden; protection of city property.

5. Health Department.

- (a) Duties of Health Department. Medical school

inspector; school nurse; vaccination, contagious diseases; necessity for quarantine; birth records and certificates; inspection of milk, meat and other foods; sanitary supervision of water supply; disinfection of houses; free medical aid; labor certificates; public notices of Board of Health; burial grounds, remote from crowded sections; enforcement of provisions of Sanitary Code.

- (b) Duties of Citizens in regard to cleanliness of body, of clothing, of dwelling, of streets; immediate report of cases of contagion; respect for Health Board notices; anti-spitting laws; child labor laws.
6. Department of Buildings and Tenement House Department.
- (a) Duties of Building Department. Formulating and enforcing rules for public safety; requiring safe and strong construction in the erection of houses, stores, factories, etc.
 - (b) Duties of Tenement House Department. Nature of the statutes relative to the erection and inspection of tenements; use and abuse of roofs, yards, and fire-escapes; sanitation, light, ventilation, plumbing, toilet accommodations; mutual obligations of landlord and tenant; overcrowding of tenants; illegal use of rooms for sweat-shops, factories, etc.
 - (c) Duties of Citizens. Duty in complying with the laws made for the safety, the health, and

the comfort of the tenant, and in respecting the rights of the landlord.

7. Department of Education.

(a) Duties of the Department of Education. Pupil, teacher, principal, district superintendent; local school board; board of education; Provisions of the Compulsory Education Law and laws governing child labor; compulsory school age, penalty for neglect by parent, punishment of truant, hearings by district superintendent, compulsory attendance of boys at evening schools; attendance officer; employment certificates; permits and badges for newsboys.

(b) Duties of Citizens. Duties of supporting the administration of the schools, of obeying the laws governing compulsory education, child-labor, newsboys, and vaccination; of complying with school regulations; of being careful in the use of books and other school property.

(c) Value of education.

(d) Necessity for laws governing child labor, compulsory education, etc.

8. Judicial Department:

(a) Functions of Courts; enforcement of laws; punishment of law-breakers; interpretation and application of law.

(b) The court. The judge; the witness; the functions of a lawyer. The Children's Court and its purpose; penalties for offenses; parole, sus-

pended sentence, commitment to truant school or to other institutions.

- (c) Duties of Citizens. Duty of respecting courts and their orders, and of telling the truth; the nature of an oath.

9. Department of Charities.

- (a) Duties of the Department of Charities. Hospitals and their purposes; care of orphans and of destitute children, of the aged and helpless, and of the blind. Humane Societies; various charity organizations; societies for the prevention of cruelty to children and animals
- (b) Duties of Citizens. Duty of relieving the unfortunate; of recognizing a personal responsibility to the poor and helpless; of preventing cruelty to children and animals; of being independent and self-supporting.

10. Department of Correction.

- (a) Duties of the Department of Correction; care and maintenance of prisons, penitentiaries, reformatories, and other custodial institutions not under the charge of the Department of Charities.
- (b) Duty of Citizens. Duty of being interested in the reformation of the erring one; willingness to start him aright once more and assist him to lead an honest industrious life; ready to give or secure employment for him, and to remove temptation out of his path; readiness to lift up

the fallen—not to drag them down to lower depths of disgrace or crime.

IV. Elections.

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

DECLARATION OF INDEPENDENCE.

1. Importance of primaries.
2. Voting as a duty.
3. Honest voting.
4. Thoughtful voting.
5. Parties and their platforms.
 - (a) Local and state parties.
 - (b) Local and state platforms; purpose; how carried out.

The Weapon of the Citizen:

*A weapon that comes down as still
 As snowflakes fall upon the sod;
 But executes a freeman's will,
 As lightning does the will of God;
 And from its force, nor doors nor locks
 Can shield you;—'t is the ballot-box.*

JOHN PIERPONT.

Duties of Citizens—The duty of making the best use of opportunities for self-development and social service; of keeping informed on matters of public interest; and of registering and of voting at primaries and on election days; payment of taxes.

2. Model Lesson on Primaries (Rights and Duties).*

There is no privilege without a corresponding responsibility. The ballot suggests not merely that a man may exercise his franchise, but that he must do so. This bit of paper is a token of a freeman's sovereignty, and he has no more right to ignore or decline its responsibilities than Queen Victoria would have to cast down her scepter in a pettish humor and refuse to govern her realm.

REV. DAVID J. BURRELL, D.D.

1. Facts:

- (a) Definition.
- (b) Date.
- (c) Location.
- (d) Participants.
- (e) Purpose.

2. Relations:

- (a) To the character of the candidates.
- (b) To the character of the government.
- (c) To the moral tone of the community.
- (d) To the American idea of government.
- (e) To self-respect, and to respect of others.

*From Cronson's "Methods in Elementary School Studies," published by The Macmillan Co.

3. *Feelings:*

- (a) Free government is a heritage handed down to us by centuries of oppression, suffering, and bloodshed; hence this right involves a duty, for "Eternal vigilance is the price of liberty."
- (b) Neglect to perform the duties of citizenship results in political rings formed for selfish purposes and dominated by the one-man power—a travesty on our boasted self-government.
- (c) Such conditions ought not to be tolerated by enlightened men, either as individuals, as members of society, or as Americans.

4. *Action:*

The teacher can only sow the seed; he must leave the rest to the future.

V. *Government.*

Local; state; national.

The City Government. City Charter; how granted?

1. City Officials.

- (a) Mayor: duties to party; to commonwealth; chief powers.
- (b) Comptroller: duties to party; to commonwealth; chief powers.
- (c) District Attorney: duties to party; to commonwealth; chief powers.
- (d) The Borough Presidents; chief powers and duties.
- (e) The Board of Aldermen; chief powers and duties.

- (f) The Board of Estimate and Apportionment.
- (g) The Board of Education.
- (h) The Police Commissioner.
- (i) The Fire Commissioner.
- (j) The Park Commissioner.
- (k) The Street Cleaning Commissioner.
- (l) The Health Commissioner.
- (m) The Charities and Corrections.

2. The State Government.

- (a) State Officials. Departments. Chief powers and duties of the Governor, the Lieutenant Governor, the legislature, and the militia; suffrage.
- (b) Purpose of the courts, judge, jury; service on jury or as witness; rights of the accused; penal and charitable institutions. Naturalization of foreigners.
- (c) The State Senate.
- (d) The Assembly.
- (e) The Courts; Supreme Court of State. Court of Appeals.
- (f) The Attorney General; powers and duties.

3. Departments of the National Government.

United States Officials—Departments. The three branches: legislative, executive, and judicial; how constituted; chief duties imposed upon each. Attention should be directed to the general purpose of the executive branch as observed in or near this city: the letter-carrier and the post-office; harbors, light-houses, and life-

saving stations; the army and navy; the customs department; the immigration bureau; the census.

Duties of Citizens—Duty of keeping well informed in regard to the workings of the national government; of responding to calls for the defense of the country; of voting intelligently.

Character of these men.

Patriotism.

Gratitude to Government.

VI. *Rise of Representative Government.*

1. **Evolution of self-government; early Saxon village; the town meeting; the town officers; the Witan and the elective kingship.**
2. **Fendal System: its institutions; social relationship; use of power; aspects for good and bad; traits of character produced.**
 - (a) **Social relationship of baron to king; serf to baron; villeinage.**
 - (b) **Business relations of same.**
 - (c) **Chivalry.**
3. **Magna Charta.**
 - (a) **Rights of people.**
 - (b) **Representative government developed in the Saxon Witan, the Norman Great Council, De Montfort's Parliament of 1265 and the Model Parliament of 1295.**
 - (c) **Judicial system: beginning in the Germanic Trial by Ordeal and by Compurgation.**
 - (d) **Effects upon social life**

(e) Religious ideas of the time.

(f) Toleration.

4. Rise of Parliament.

(a) Doctrine of Divine Rights: meaning; how overthrown; why.

(b) Cabinet government.

(c) Extension of suffrage.

5. Organization of Labor—reasons for and against; unions; objects; misuses.

6. Organization of Capital—trusts; trade combinations; profit-sharing; co-operative stores, etc.

7. Kinds of Governments.

(a) Republics: federal; centralized.

(b) Monarchies: constitutional; absolute.

Comparisons:

(a) Republics.

A. United States.

1. Congress.

Senate.

House of Representatives.

2. President.

3. Cabinet.

B. Switzerland.

1. Federal Assembly.

State Council.

National Council

2. President.

3. Federal Council

C. France.

1. The Chambers.

Senate.

Chamber of Deputies.

2. President.

3. Ministry.

(b) Monarchies.

A. England.

1. King—hereditary.
2. Cabinet.
3. Parliament.
House of Lords.
House of Commons

B. Germany.

1. Emperor—hereditary.
2. Ministry.
3. Parliament.
Bundesrath or General Council.
Reichstag or Diet of the Realm.

C. Russia

1. Czar—hereditary and absolute.
Whole legislative, judicial,
and executive power united in
Czar whose will is law. Aided
by four great Councils.

8. Growth of Freedom of Speech and Religion.

- (a) Compare England past and present.
- (b) Compare England and Russia.
- (c) Compare England and France.
- (d) Compare England and Germany.
- (e) Compare England and America.

9. Wisdom of Representative Government.

VII. *Colonial Government to the Present Day.*

1. Forms of Colonial Government.

- (a) Three types of colonial government: charter, proprietary and royal. Governors elected by the people or appointed by the King or Proprietors; the assemblies.

- (b) Aspects; advantages for the settlers; for the governors and companies; dishonesty; fraud; misuse of power.

2. Revolution.

- (a) Character of colonists; work for the general good; self-denial; patriotism; endurance; generosity.
- (b) Local government; town and county.
- (c) The Articles of Confederation; chief provisions; defects.

3. The United States.

- (a) Patriots.
- (b) Constitution.

Respect for the authority of the government, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty. The basis of our political systems is the right of the people to make and alter their constitutions of government. But the constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all.—GEORGE WASHINGTON.

The Constitution: How Formed and How Ratified

THE PREAMBLE

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

(c) **Amendments to the Constitution.**

Amendments I-X together constitute a bill of rights.

Amendments XI, XII, XIII, XIV, XV.

(d) **Legislative departments: Congress, its House of Representatives and Senate; their duties. How a bill becomes a law.**

(e) **Executive: the President and Vice-President; election; duties.**

(f) **Judicial: Supreme Court, Circuit Courts, District Courts.**

(g) **Interdependence of the three departments of the national government:**

1. President's power in legislation.
2. Senate's power over President's appointments.
3. Power of impeachment.
4. Power of the Supreme Court to determine the constitutionality of a law of Congress.

(h) **Subordination of the military to the civil power.**

(i) **Slavery.**

Disputes between nations; how settled; arbitration; international law; treaties.

Disputes between states or offices of government: how settled; political law.

Disputes between individuals: how settled; municipal law; common or statute.

Comparisons of forms of government.

(a) **Social questions.**

(b) **Economic questions.**

(c) **Political questions.**

- (d) Industrial questions.
- (e) Educational questions.
- (f) Freedom of Speech and Religion.
- (g) Comparison of the powers and duties of the King, Cabinet and Parliament of Great Britain, with those of the President, Cabinet, and Congress of the United States.

The King.—Hereditary life ruler; succession; powers limited by the responsibilities of Cabinet ministers.

The President.—Term; eligibility; election; succession in case of death or removal; powers and duties as executive and in regard to treaties, appointments, and legislation; power to convene Congress; how removed.

Cabinet of England.—How selected; how changed; relations to the King and to Parliament.

Cabinet of the United States.—How selected; how changed; relations to the President and to Congress.

Parliament.—House of Lords: hereditary membership; legislative functions; final court of appeal.

House of Commons: elective membership; term of office; legislative functions; power to originate financial legislation.

Congress.—Senate: basis of representation; election; term; legislative and judicial functions.

House of Representatives: basis of representa-

tion; election; term; legislative powers; power over financial legislation.

Russia and America.

England and America.

Germany and America.

- (i) The National Government: three departments; the chief offices.
- (j) The State Government: the three departments; the chief offices.
- (k) The City Government: the three departments; the chief offices.
- (l) Increasing emphasis upon the privileges, duties and responsibilities of a citizen, as a member of a family, as pupil, as employer or employed, as voter, or as office-holder.

Methods in Elementary School Studies

By **BERNARD CRONSON, A. B., Ph. D.**

Principal of Public School No. 3, Borough of Manhattan, City of New York. 12mo. Cloth. 167 pages. \$1.25 net.

This is a brief outline of the author's lectures on teaching the principal branches in the elementary course. The subjects treated are reading, dictation (including spelling, punctuation, paragraphing, etc.), composition, grammar, literature, nature study, geography, history, civics and arithmetic. The book is interleaved with blank pages, making it a convenient note book for the lecture room in normal schools and training schools, as well as for teachers in general.

Classroom Management: Its Principles and Technique

By **WILLIAM CHANDLER BAGLEY**

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Being the Stockton Methods in Elementary Schools. By Mrs. **ROSA V. WINTERBURN**, of Los Angeles, and **JAMES A. BARR**, Superintendent of Schools at Stockton, Cal. 12mo. Cloth. xxii + 355 pages. \$1.25 net.

This book is a direct product of the schoolrooms. It treats the presentation of subject-matter in the various studies usually taught in elementary schools from three points of view—that of the superintendent or supervisor, of the teacher and of the pupil. The book grew out of the exhibit made by the Stockton schools at the Exposition in St. Louis, and later in Portland, which attracted widespread attention, because of the honesty of the pupils' work, the "method sheets" by teachers, and the efficiency of results. Many compositions by young pupils trained under this method are given.

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